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ABSTRACT

Approximately 200 resources which appeared in "Resources in Education" and "Current Index to Journals in Education" from January 1981 to June 1983 have been compiled into an annotated bibliography covering aspects of American Indian education including curriculum development, culture, counseling, student development, testing, achievement, adult education, Indian women, higher education, status of Indian education, and program effectiveness. The monograph presents background information, provides a synthesis which highlights certain documents, identifies issues and trends, and suggests possible implications for the future of Indian education. The first bibliography section, arranged by ERIC accession number, contains approximately 150 abstracts of documents appearing in "Resources in Education" and citations that include author(s), title, sponsoring and/or originating agency, publication date, pagination, language, publication type, alternate sources of the document, and descriptor and identifier terms. These documents are available for reading at over 750 ERIC microfiche collections nationwide and/or may be obtained in microfiche or paper copy by using the attached order form. The second section contains over 50 citations and annotations of journal articles announced in "Current Index to Journals in Education". Entries in this section can be found in the periodicals cited. The final section consists of a subject index for all citations. (Author/NEC)

Trends in American Indian Education

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TRENDS IN AMERICAN INDIAN EDUCATION: A SYNTHESIS AND BIBLIOGRAPHY OF SELECTED ERIC RESOURCES

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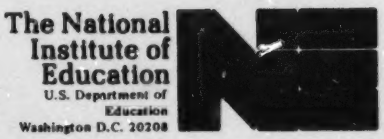

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FOREWARD

This publication was compiled in response to the many requests received from ERIC users for a document containing resources on American Indian education. The publication begins with background information, provides a synthesis which highlights certain documents, identifies issues and trends, and suggests possible implications for the future of Indian education.

The bibliography section contains approximately 200 citations and abstracts or annotations selected from more than 400 which appeared in Resources in Education and Current Index to Journals in Education from January 1981 to June 1983. A wide diversity of subject areas is represented including curriculum development, counseling, culture, student awareness, testing, program effectiveness, student achievement, adult education, women, higher education, status of Indian education, and program effectiveness.

The first part of the bibliography contains citations and abstracts of documents appearing in Resources in Education. These documents are available for reading at over 750 ERIC microfiche collections nationwide by using the ED accession number. The documents may also be obtained from the ERIC Document Reproduction Service (EDRS) in microfiche or paper copy. An EDRS order form is provided at the back of the bibliography.

The second part of the bibliography contains citations and annotations of journal articles announced in Current Index to Journals in Education. These entries are identified by an EJ accession number. Entries in this section can be found in the periodical cited and are not available from EDRS.

The final portion consists of a subject index in which the user may locate both ED and EJ citations for a particular subject or topic.

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A special thanks goes to Marvin Roanhorse for designing the cover and to Debbie Guerrero for color enhancement.

INTRODUCTION

The study of American Indian and Alaska Native education has been the interest of many writers since formal European education was introduced in the United States over 200 years ago. There are documents that describe these early educational efforts, and they present an ever-changing perspective of the techniques, needs, and goals in educating the native population. Christianity and "civilizing" the native were early goals. This gave way to making the American Indian a farmer who would be a counterpart of the developing American populace. When the responsibility for educating American Indians was assumed by the United States government, educating Indians became agriculturally-vocationally-technically oriented. The Bureau of Indian Affairs was given the responsibility of providing this education and did so in a paternalistic manner that fostered dependence of Indians on the U.S. government.

The Meriam Report (1928), entitled The Problem of Indian Administration, comprehensively analyzed the Indian problem for the first time and offered recommendations that would enable and enhance the American Indians' participation in 20th century America. The Meriam Report recommended that Indians participate in determining their own education policy, Indian students attend school close to their home areas, Indian cultures be included in the curriculum, and appropriations be increased to implement these and other recommendations. Unfortunately, the report's recommendations were virtually ignored by the United States government, and its paternalistic provision of education to Indian people was continued.

The Civil Rights Movement of the 1960s brought the Indian plight to the forefront of the United States government's attention. It was made acutely aware of its treatment of tribal governments and Indian people. Tribal leaders and members demanded more input and self-direction in policy development and implementation of federal policies that affected them. In 1968, Senator Robert Kennedy initiated a study on Indian affairs and issued a report, "Indian Education: A National Tragedy--A National Challenge." The Kennedy Report reflected recommendations similar to those of the Meriam Report 40 years earlier. As a result, a landmark bill was developed which addressed many Indian educational needs, such as Indian participation and control of education affecting them, supplemental funds to public schools that Indian children attend to meet the ". . . special educational needs of Indian students," higher education fellowships, discretionary grants to tribes to meet tribally identified needs, funds for adult education

programs, and provisions for a National Advisory Council on Indian Education. This bill became the Indian Education Act (IEA) of 1972.

Implementation of the IEA led to a proliferation of Indian education programs in the public schools, with tribes, and with Indian organizations; prior to this time, Indian education was confined mainly to BIA-operated schools and mission schools. The 11 years since implementation of the IEA have resulted in writings that describe Indian education in terms of tutoring, counseling, home-school coordination, cultural heritage awareness (particularly in curriculum development), and parental involvement.

Public Law 95-561, the Education Amendments of 1978, further defined and refined educational opportunities in Indian education within the Bureau of Indian Affairs and the Department of Education. The amendments resulted in extensive reforms in the BIA and added provisions to the IEA to respond to ". . . the special educational and culturally related academic needs" of Indian students.

From this background has come a wide variety of writings on Indian education. The accompanying ERIC/CRESS bibliography illustrates that variety and contains valuable information that can benefit practitioners, scholars, and tribes in developing quality education programs for Indian people. The wide diversity of research and other writings on Indian education from the bibliography have been synthesized under the broad categories of curriculum development, counseling, culture, student awareness, testing, program effectiveness, achievement, adult education, Indian women, higher education, and status of Indian education.

TRENDS

The past several years have produced a multi-faceted approach to writings in Indian education. Many recent writings are of a research and technical nature as compared to the thought pieces, concept papers, and opinions of a decade ago. This is a most positive trend. Additionally, there is an increasing number of American Indian and Alaska Native authors who are conducting research on a scholarly and technical level. This has helped to increase understanding, and to relate the needs, concerns, and problems that face Indian education to educators of Indians. Although there has not been a great amount of pure experimental research reported in Indian education in the recent past ("research" is used loosely here to include results reported in program evaluations), the amount of overall research activity being conducted is giving credence to those who have advocated that Indian education is a serious research area that needs attention by the academic community, as well as by practitioners, to record the results of efforts to educate American Indians and Alaska Natives. By recording and publishing research findings, experimental chance can be reduced when replicating methods and techniques new to Indian education.

CURRICULUM DEVELOPMENT

Curriculum development in Indian education has taken a variety of directions due to local education agency interest, local tribal influence, and individual interests of curriculum developers. There has been an upsurge in developing Indian curriculum in math and science to acknowledge the contributions of American Indians and Alaska Natives. In addition, there are research and writings in the more popular fields of reading, bilingualism, English, native cultures, and individual tribal histories.

There still appears to be a void in the area of how to incorporate American Indian and Alaska Native curriculum into the standard curriculum of the total school. The native curriculum that has been developed has been oriented toward separate teaching units, and the total curriculum is not being affected by these efforts. Textbooks utilized by local education agencies still contain very few contributions of American Indians and Alaska Natives. Much of what is written is favorable and idealizes native peoples but lacks a realistic portrayal of native peoples. Current textbooks tend to stereotype Indians and Alaska natives and create an image that is simple and undefined. Indians tend to appear only briefly,

with little explanation or description of the event and its significance on American society in general or American Indian society in particular.

Included in the bibliography are several papers and curriculum guides that offer insights into native heritage: A Multi-ethnic Curriculum for Special Education Students (ED 212 107); Multi-Ethnic Literature: Help for the English Teacher (ED 213 043); What Shall Our Children Read? A Selected Bibliography of American Indian Literature for Young People (ED 214 695); The American Indian Social Studies Curriculum Activity Guide, K-6 (ED 214 736); Does Indian Math (Still) Exist? (EJ 255 315); and The Survival of Native American Languages (ED 218 017).

A serious effort needs to be made by American Indians and Alaska Natives as well as non-native researchers to integrate native experience into the total curriculum of local school districts. Specific research needs to be conducted into the nature of tribes of the local area and curricula designed that reflect a realistic perspective of natives in the evolution of American society. The intent should be to include American Indian and Alaska Native curriculum as a natural part of the school curriculum and not a separate unit. By so doing, a comparison of cultures, values, attitudes, lifestyles, and perspectives could be achieved. Merely portraying dark-skinned people in pictures or counting "one little, two little, three little Indians" does not constitute culturally relevant material for any culture. Without a realistic approach to portraying Indians and Alaska Natives in the school curriculum, stereotypes will persist. America's school children need to understand that American Indians and Alaska Natives were influential in the development of this country other than at Thanksgiving and when they fought during the westward expansion.

CULTURE

For decades researchers and practitioners have been recording and researching the effects of culture on American Indian and Alaska Native students in relation to education. The trend continues with a few new variations. A plethora of studies examines the representation of Indians in textbooks, Indian values, Indian family structure, Indian legends and myths, and Indian music and art. A few studies have compared American Indian and non-Indian attitudes, values, and perspectives on education, and suggested possible teaching techniques that could be more effective in teaching Indian students. Some examples are American Indian Family: Cultural Change and Adaptive Strategies (EJ 241 646), North American Indian Myths and Legends for Classroom Use (EJ 243 747), A Papago Maze (EJ 250 758), Young Artists of Alaska (EJ 253 286), Native Bilingual Education: Oral Tradition and the Teacher (ED 205 310), and Cultural Adaptation of the Skills Training Model: Assertion Training with American Indians (ED 210 139).

The study of native languages is currently a popular field of study by many researchers. The American Indian and Alaska Native community has a strong commitment to perpetuate its culture and recognizes that language is inextricably tied to culture. To maintain the language is to preserve the culture. Many tribal researchers and writers are examining the impact of language on education: An Experience with Language, Fort Smith Teacher Education Program (ED 224 676); Language in Education Among Canadian Native Peoples. Language and Literacy Series (ED 224 629); and Foster Grandparents Teach Indian Lore and Language (EJ 247 622).

Several studies have reported the relationship between traditional Indian medicine and healing practices and modern approaches to medicine. One study, Traditional Healing and Western Health Care: A Case Against Formal Integration (ED 210 138), argues against the integration of the two approaches while other studies argue for formal integration.

The most promising aspect of researching and writing studies on culture is that individual tribal members are conducting these studies. The sensitivity and understanding of tribal people involved in the study of their tribal culture promotes greater accuracy in reporting the findings. If tribal investigators speak the tribal language, the research effort is greatly strengthened, and misinterpretation of data from the tribal language to English is considerably reduced. Again, researchers need to be cautioned against reporting their findings in a general manner. What is found true for one or several tribes may not necessarily be generalized to all tribes.

COUNSELING

The Indian Education Act has enabled educators of Indian students to supplement regular school counseling and guidance services to provide additional attention for Indian students. The trend appears to be to look inside native students and try to assess the impact that acculturation, assimilation, environment, and school personnel have had on them and then record those reactions. One example of how professional practitioners and researchers are delving into the psychological, perceptual, self-concept, and emotional make-up of Indian students is Counseling with American Indians: Issues in Training Assertiveness and Coping Skills (ED 201 436). The effects of public school counseling on Indian students and perspectives on mental health of Indian students are offered in The Effects of Schooling on the Self-Concept of Native American Students (ED 220 227).

Recent research has also delved into the effectiveness of Indian counselors versus non-Indian counselors in counseling Indian students. Topics examine the areas of trust between counselors and clients, race and counseling, verbal sincerity, appropriateness of techniques and methods of counseling students, and improving the quality of non-Indian counseling

assistance. Examples of this work include Counseling with American Indians: Improving the Quality of Non-Indian Assistance (ED 201 438), American Indian and Caucasian Students' Preferences for Counselors: Effects of Counselor Dress and Sex (EJ 266 872), Historic Distrust and the Counseling of American Indians and Alaska Natives (EJ 250 238), and Effects of Race and Communication Style on Indian Perceptions of Counselor Effectiveness (EJ 251 996). Some authors postulate that Indian students react differently to the external stimuli in the counseling setting based on the student's degree of acculturation or assimilation, and suggest varying methods of addressing these student concerns.

There has also been research that examined and suggested methods and techniques for identifying and counseling Indian students who should consider science, math, and various other technical fields as major areas of study. There have been several in-depth studies that pertained to counselors assisting Indian students in the transition from a community college to a 4-year college, and suggested methods for assessing student interests, skills, capabilities, and needs in making a career choice: The Vocational Counselor and the Indian Student (ED 210 488); Continuing a College Education: A Guide for Counseling the American Indian Student (ED 213 551); and Special Needs of Students: Essentials for State Planning (ED 220 971).

Recent studies on the use of drugs and alcohol by Indian high school students contribute greatly to the understanding of why Indian students seek these alternatives and suggest counseling techniques to use with those students. Examples of the variety of sources that examine student problems reported in the areas of drug and alcohol abuse include Indian Alcoholism and Education (EJ 255 328) and Alcoholism Among Indian Students: Walking Like You Talk (ED 220 242). These studies further understanding of Indian students and suggest approaches for counseling them.

STUDENT DEVELOPMENT

Several recent works examine the relationship of American Indian and Alaska Native parents' interactions with their children in an educational setting. Suggestions and options for parents on how to support and influence their children's education are to be found in To Read or Not to Read: A Parent's Guide (ED 220 233), Parents of Children in Placement: Perspectives and Programs (ED 212 364), and The Indian Family--Foundation for the Future (ED 214 733). Foster care findings are also reported as they relate to the Indian Child Welfare Act in The Indian Child Welfare Act of 1978: Implications for Practice (EJ 250 215).

Health of Indian students is a research area that is gaining in attention. Fetal alcohol syndrome is examined in Report on Outreach Efforts and Analysis of Approach: A Pilot Project on Fetal Alcohol Syndrome for

American Indians (ED 213 561); the impact of drug or alcohol abuse is discussed in Indian Alcoholism and Education (EJ 255 328); and the ramifications of child abuse are reviewed in American Indian Law: Relationship to Child Abuse and Neglect (ED 209 037).

Dr. A. Chuck Ross has initiated studies dealing with Brain Hemispheric Functions and the Native American (EJ 265 024). He postulates that traditional Native Americans are more dominant in right hemisphere thinking, thereby setting them apart from modern left hemispheric-oriented society which is emphasized in schools. He describes some characteristics of Native American thinking that illustrate a right hemispheric orientation. This ground-breaking research represents an area that may have implications on how Indian students learn.

TESTING

Testing literature as it currently relates to American Indians and Alaska Natives explores the appropriateness of various achievement tests, interest inventories, and the overall assessment of Indian students. The case is being made for developing test norms with American Indians and Alaska Natives for more relevancy in interpretation of test results. The accompanying bibliography contains papers that examine the areas of teaching reading to Indian learning disabled (LD) students, identifying LD students, and using interest inventories for American Indian and Alaska Native students. Some sample titles include Use of Interest Inventories with Native Americans: A Case for Local Norms (EJ 246 705) and Evaluation of the Effects of SOMPA Measures on Classification of Students as Mildly Mentally Retarded (EJ 248 614).

There appears to be a lack of reporting on tests that are most effective in classifying, assessing, or accurately interpreting Indian student achievement, gifts, talents, and artistic capabilities. A void still exists in the utilization of tests that are culturally fair to American Indian and Alaska Native students. It is expected that future research will address these concerns.

ACHIEVEMENT

There appears to be on-going interest in assessing American Indian and Alaska Native students' achievements in language, math, reading, English, and science--the basic skills. However, the literature is not extensive, and most writings are of a comparative nature--Indian vs. non-Indian. Recent research is scarce on overall American Indian student achievement in reading, national grade level comparisons, and comparisons of current Indian student achievement with Indian student achievements of 5, 10, and 20 years ago. It is to be hoped that such studies will be

conducted soon. Examples of the available literature include Wechsler Scale Performance Patterns of American Indian Children (EJ 256 079) and Navajo Learning Disabled Reading Practices and Procedures (ED 202 631).

ADULT EDUCATION

Because Indian education covers the spectrum of education, writing, studies, and research on the American Indian adult is gaining a more prominent place in Indian education reporting. The adult learner is being given more direct attention in terms of characteristics, curriculum, funding for adult education programs, daily living needs, and teaching methodologies. The attention being paid to the older Indian to address their needs, roles, and provision of services is reflected in American Indian Elderly: A National Profile (ED 219 190), Tribal Aging Programs: A Basic Guide (ED 219 189), Self Development for Native American Adults (ED 220 632), and other writings.

Funding for adult education appears to be lagging significantly behind other educational areas. With federal funding being reduced for all Indian education programs, studies need to be conducted that examine the impact of funding reductions on American Indian adults. In addition, alternatives need to be developed or suggested that will provide practitioners, tribes, and individuals with strategies to deliver educational services to the Indian adult learner and the elderly.

INDIAN WOMEN

The recent upsurge in research, studies, and reports on Indian women is a beginning toward providing insight into the characteristics, stereotypes, available resources, teacher expectations, roles, career choices, and future concerns of American Indian women in American society. Typical of writings in the area are Multicultural Women's Sourcebook: Materials Guide for Use in Women's Studies and Bilingual/Multicultural Programs(ED 216 234) and Shaping Teacher Expectations for Minority Girls. A Teacher Training Module (ED 217 100). The intent reflected in the literature appears to be to provide Indian women particularly and society in general with information that would dispel the myths and misconceptions about American Indian women's roles and to provide alternative approaches in presenting Indian women in a curriculum; The Role of the Native Woman in Native Society (EJ 260 276) is illustrative of the literature available in that area. Several valuable directories have been published listing outstanding Indian women and their areas of expertise; one of these is Resource Guide of American Indian and Alaska Native Women, 1980 (ED 213 559).

The research area on American Indian women is emerging, and it is anticipated that more writings will soon be available. Specific materials are not yet available on tribal women and their role and impact within a tribal government structure or tribal educational setting. Additionally, it is anticipated that information will soon be available on the American Indian woman's role as a policy maker.

HIGHER EDUCATION

Writings on the American Indian and Alaska Native student in higher education continue to be concerned with drop-outs and retention, tribal cultural influences and success in college, attitudes toward college, career choices and access to higher education, vocational education, and Indian students in community colleges. Among examples of these writings are Indian Students' Study Habits and Attitudes (EJ 246 210), A Study of the Contributing Factors Relating to Why American Indian Students Drop Out Of or Graduate from Educational Programs at the University of North Dakota (ED 214 737), Gatekeeping: Access or Retention? (ED 215 652), and Oversight Hearing on Tribally Controlled Community Colleges Assistance Act (ED 221 238).

The trend persists to investigate "what is"; few research pieces are being shared that offer what "could be" regarding the American Indian student in higher education. What is occurring on the pre-college level for the Indian student? What effect do college entrance exams have on Indian student college choices? What is the impact of personal and academic support systems on the Indian collegian? What impacts are tribally controlled community colleges having on the Indian student population?

Included in several interesting areas that have been examined recently are Stress and the Navajo University Students (EJ 246 212), How Instructors Demotivate the American Indian Community College Student (ED 213 565), and Indian Students' Study Habits and Attitudes (EJ 246 210). These studies provide insight to American Indian students and how they cope with the pressures and influences confronting them in higher education. The studies can be most beneficial to practitioners who provide support services to Indian college students.

There are other areas of study in Indian higher education that need attention: increasing Indian participation in research in higher education, gaining access to professional graduate schools, meeting the needs of tribes in tribally controlled community colleges, developing alternative funding sources for Indian college students, and determining the impact of federally-funded teacher training programs on American education. It is hoped that these and other areas of study pertaining to American Indian higher education will be conducted in the near future.

STATUS OF INDIAN EDUCATION

Reports on the situation in American Indian and Alaska Native education provide "status" information. The status area is one of the most important sources in American Indian education because the writings include statistics on American Indian students in Bureau of Indian Affairs schools, analysis of federal education legislation affecting Indians, historical perspectives and statistics in Indian education, resource directories on Indian education, funding for Indian education, statistics on Indian high school drop-outs, a state-wide plan for Indian library services in Wisconsin, and congressional hearing reports on Indian education. Examples of the status report literature include Statistics Concerning Indian Education, Fiscal Year 1979 (ED 202 641); Federal Programs of Assistance to American Indians (ED 205 358); Analysis of Key Federal Legislation Affecting Vocational Education for Indians (ED 199 390); Indian Education: Accomplishments of the Last Decade (EJ 238 623); Resource Directory: Migrant and Indian Exceptional Children (ED 204 075); Qualifying for Federal Funding of Tribally Controlled-Community Colleges (ED 205 353), and Statewide Plan for the Development of Indian Library Services in the State of Wisconsin (ED 212 261).

This background information provides practitioners, policy makers, and researchers with a rich lode to utilize in the development of their particular interest. Most of the status information is particular to American Indians and Alaska Natives, but some of the information is incorporated in studies of ethnic groups, minorities, or students in general. Analysis of federal education laws is particularly useful to Indian tribes, organizations, and Indian higher education institutions in order to have the hands-on material which is necessary to fully participate in these federal programs. For example, Myron Jones shows helpful insights in his report on Indian Education Policy Reform: Policy and Implementation (ED 204 092), which is an analysis and perspective on P.L. 95-561, Title XI.

The importance of reporting the on-going state of Indian education cannot be overemphasized. The writings provide a picture of what is current in Indian education, and the data can be utilized to provide background information to make policy decisions and set future directions. Writers working with comparative data on the status of Indian education are encouraged to submit their writings to ERIC/CRESS for potential inclusion in the ERIC database, so that access to this information can be provided to as large an audience as possible.

PROGRAM EFFECTIVENESS

A most significant trend over the past few years is that of reporting on program effectiveness. The programs evaluated and reported range from

local and state Johnson O'Malley Act and Title IV to the Office of Indian Education programs in Washington, D.C. The reporting has particular significance in that most federally-funded projects are required to have annual evaluations, and the sharing of the evaluation results can lend credence to the viability of a project. For example, The Cost-Effectiveness Analysis of Administrator Training Programs for Native Americans (ED 208 528) provides insight into the output of the programs compared to costs. A variety of programs are reported for effectiveness: summer programs, student/teacher attitudes and perceptions, math programs and text book evaluation from an American Indian perspective, effects on Indian students of bilingual education, cultural retention program findings, parent participation in educational programs, and various ethnic study programs. Examples of the variety represented include Chinle Agency Summer Special Education Program: Evaluation and Final Report (ED 209 010), Subjective Evaluation of Parent and Teacher Satisfaction with the Northern Cheyenne Behavior Analysis Model of Follow Through (EJ 263 566), Indian Education: Guidelines for Evaluating Textbooks from an American Indian Perspective (ED 209 051), Navajo Materials for Classroom Use: K-12 Curriculum Directory (ED 225 753), "Enlighten My Mind..." Examining the Learning Process through Native Americans' Ways (EJ 262 102), and Directory to the Native Studies Programs of Universities in Canada and the United States (ED 224 673).

A void exists in the program effectiveness area in the sharing of information on evaluation techniques. Indian education practitioners are aware and knowledgeable about evaluation requirements and are somewhat aware of the elements of evaluation, needs assessment, goal development, activities, timelines, cost, and personnel responsibilities. However, information needs to be shared on a variety of evaluation techniques that provide alternatives to practitioners in evaluating their particular project. Evaluation information needs to be developed unique to Indian education that reflects a sensitivity and awareness of the diverse tribal cultures in this country. Additionally, qualitative evaluation techniques need to be developed to complement the quantitative approaches to evaluation.

CONCLUSION

Indian education reporting, writing, and research appears to be diversifying in a number of categories. There are still areas of research that need attention, such as computer education, Indian parent participation in the educational process, impact of tribal control of education, Indian gifted and talented education, expanded research on life-long learning for Indian adults and elderly, vocational education for specific tribal needs, and a host of other topics. The rise of American Indian and Alaska Native researchers and writers gives a more accurate perspective in their areas of research and reporting of their findings.

It is hoped that this monograph will provide the educator of American Indians a most useful and practical aide in the pursuit of quality education for American Indians and Alaska Natives.

SUGGESTED ADDITIONAL READINGS

Indian Education: A National Tragedy--A National Challenge 1969. Report of the Committee on Labor and Public Welfare, United States Senate, Made by Its Special Subcommittee on Indian Education. (1969,. Washington, DC. (ERIC Document Reproduction Service No. ED 034 625)

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THE AUTHOR

Stuart Tonemah (Kiowa/Comanche) is President of American Indian Research and Development, Inc., which specializes in educational training, technical assistance, and evaluation, working particularly with Indian tribes and Indian organizations. He has authored a number of publications on Indian education and has served as a consultant to public schools, tribes, higher education institutions, and the federal government.

Mr. Tonemah has served as president and board member of the National Indian Education Association (NIEA) and in 1980 was named Outstanding Indian Educator of the Year. He is a former Executive Director of the National Advisory Council for Indian Education (NACIE), which is a council of 15 members who are presidentially appointed and who advise the President, the U.S. Congress, and federal agencies on Indian education. Mr. Tonemah was Director of the Native American Program at Dartmouth College before becoming Director of the Indian Education Act Resource and Evaluation Center-Region V, an agency which provides training and technical assistance to Title IV grantees in a six-state region. He also previously worked at Haskell Indian Junior College, Chilocco Indian School, and Ft. Sill Indian School.

Mr. Tonemah did his undergraduate work in education at the University of Oklahoma, received his master's degree from the University of Kansas, and is a doctoral candidate at Pennsylvania State University.

THE COMPILER

Elaine Roanhorse Benally (Navajo) has served as the Information Specialist on American Indian education at the ERIC Clearinghouse on Rural Education and Small Schools since 1979. She has given numerous ERIC presentations at American Indian conferences throughout the United States and has authored several publications designed to enhance American Indian education through the use of ERIC resources.

In 1983 Mrs. Benally was chosen as the recipient of a Rockefeller Foundation Fellowship and is currently working towards a master's degree in educational management and development at New Mexico State University.

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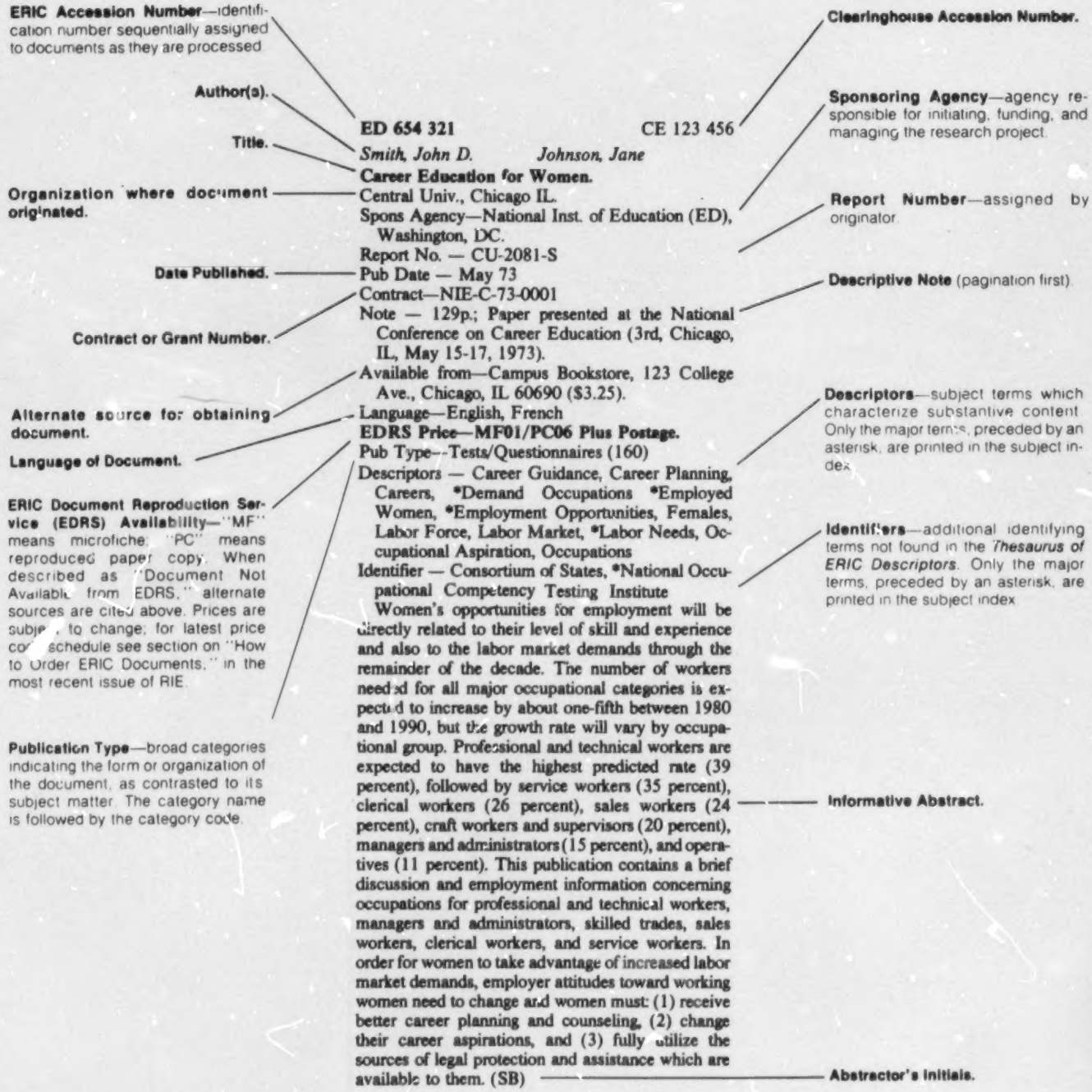
SAMPLE RESUME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Contract—NIE-C-73-0001
Note — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1973).
Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 ($3.25).
Language—English, French
EDRS Price—MF01/PC06 Plus Postage.
Pub Type--Tests/Questionnaires (160)
Descriptors — Career Guidance, Career Planning, Careers, *Demand Occupations *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations
Identifier — Consortium of States, *National Occupational Competency Testing Institute
Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)
Clearinghouse Accession Number.
Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.
Report Number—assigned by originator.
Descriptive Note (pagination first).
Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.
Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors. Only the major terms, preceded by an asterisk, are printed in the subject index.
Informative Abstract.
Abstractor's Initials.

Document Resumes

ED 197 907 RC 012 500
Lockart, Barbara L.
Resolving Discipline Problems for Indian Students: A Preventative Approach.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Feb 81
Contract—400-78-0023
Note—50p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, Box 3AP, NMSU, Las Cruces, NM 88003 ($6.90).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Role, American Indian Culture, *American Indian Education, American Indians, Behavior Change, *Behavior Problems, Classroom Techniques, Community Involvement, *Counselor Role, *Cultural Differences, *Discipline, Parent Participation, Parent Role, *Prevention, Student Attitudes, Student Behavior, Student Responsibility, Teacher Role, Tribes
Identifiers—Pueblo (People)

According to non-Indian educators, American Indian children in public schools often pose discipline problems that cannot be handled with traditional non-Indian methods such as spanking, scolding, yelling, or isolation. The elements of Indian discipline (shaming, ridicule, threats of punishment by supernatural figures, storytelling, community pressure) are usually absent in the non-Indian classroom. Other cultural differences that may cause educational problems are the Indian emphasis on the group, concepts of time and personal freedom, and attitudes towards family and age. Because Indian and non-Indian frames of reference, life experiences, and value systems differ vastly, the Indian child may react to a non-Indian school setting with seemingly negative behaviors such as silence, tiredness, high levels of activity, irritability, and inattentiveness. Educators must realize that such behaviors indicate that the child's needs are not being met. Educators must become more knowledgeable and accepting of Indian cultures; community members must provide the children with traditional guidance and become actively involved in education; parents must supply solid values and behavior guidelines; and children must be responsible for themselves. Together, educators, families, community and tribal members, and the children themselves share the responsibility for lessening negative classroom behavior. (SB)

ED 199 025 RC 012 657
Twitchell, Wirt B. Foster, Carl
A Review of a B.I.A. Agency Special Education Program: Summary and Reference.
Pub Date—Apr 81
Note—65p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*American Indian Education, American Indians, Classroom Environment, Disabilities, Educational Needs, Elementary Secondary Education, *Exceptional Persons, *Individualized Education Programs, Parent Participation, Pretests Posttests, Program Effectiveness, *Program Evaluation, *Special Education
Identifiers—Bureau of Indian Affairs, *Public Law 94 142

Special Education programs at nine Bureau of Indian Affairs (BIA) schools were investigated to establish and identify priorities for improvement and to determine the effectiveness of each program. The monitoring procedure involved random sampling of files of identified exceptional students and an in-depth examination of the documentation pertaining to each student's referral, placement, and Individualized Education Program. Particular attention was paid to each student's educational environment as a means of determining and justifying the appropriateness of the child's experiences in the classroom and the teacher's methodological approach to service delivery and quantification of results. The investigation took approximately two months and necessitated first-hand involvement of the investigators. Although Special Education programs and service delivery at the BIA schools were generally in compliance with the intent of Public Law 94-142, the degree of acquiescence to federal mandate varied; no school was in complete compliance. Schools should try to attain at least the minimum level of compliance, auditors and program inspectors should be allowed access to the reports, the programs should be evaluated annually, and in-service training programs for staff and administration should be instituted. Individual reports for the nine agency schools are included. (CM)

ED 199 390 CE 027 759
Minugh, Carol J.
Analysis of Key Federal Legislation Affecting Vocational Education for Indians.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.
Bureau No.—498MH00014
Pub Date—81
Contract—300-78-0032
Note—104p.
Pub Type— Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*American Indian Education, American Indians, *Educational Legislation, Educational Opportunities, *Federal Indian Relationship, *Federal Legislation, *Federal Programs, Financial Support, Policy Formation, Public Policy, *Vocational Education

This analysis of legislation related to vocational education for Indian people was designed to assist vocational education planners at the local or tribal level. The analysis is divided into three chapters. Chapter 1 serves as an introduction and gives a brief background to vocational education as it relates to Indians. Chapter 2 presents an examination of twelve pieces of legislation and the programs or titles administered under the legislation that provide vocational education opportunities for Indians. Chapter 3 provides an analysis of the legislation's strengths and weaknesses as well as recommendations for future legislation and administrative policy. The appendixes provide information related to the amounts appropriated for each program and several administrative requirements which apply to most federal assistance programs (KC)

ED 199 761 CS 206 227
Barwell, Jay
Strategies for Teaching Composition to Native Americans.
Pub Date—Mar 81
Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indian Culture, American Indian Education, *American Indians, Classroom Techniques, Cultural Background, *Cultural Differences, Cultural Traits, Higher Education, *Student Attitudes, Teacher Attitudes, *Teaching Methods, Writing (Composition), *Writing Instruction

Although the needs of American Indian college students in writing classes are very similar to those of Anglo basic writers, Indian writers often bring cultural and linguistic differences into the writing classroom. Indians are oriented only in the present, which affects their use of verb constructions; they are oriented toward sharing, which affects their use of possessive forms; they have a cultural respect for age and authority, which makes their classroom manner appear shy or inattentive; their relationship with nature is harmonious, which precludes careful arrangement of thoughts and the concepts of compare and contrast and cause and effect; and their world is cooperative rather than competitive, necessitating group classroom activities. Those teaching

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writing to Indian students need to be tolerant of language and grammar errors and to allow students to explore the language. They must teach students that "getting off the subject" is an essential part of the writing process. They should avoid assignments that reflect white, middle class values. Students should have opportunities to explore different audiences, with letter and journal writing and literary response assignments. Above all, the course should be taught holistically. Breaking grammar, sentence structure, paragraph and essay writing into modules runs contrary to Indians' holistic approach to life. (HTH)

ED 199 765 CS 206 238
Stensland, Anna Lee
Integrity in Teaching Native American Literature.
Pub Date—Mar 81
Note—8p.; Paper presented at the Annual Meeting of the Conference on English Education (19th, Anaheim, CA, March 19-21, 1981).
Pub Type— Reference Materials - Bibliographies (131) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indian Literature, *American Indians, *Annotated Bibliographies, *Authors, Bibliographies, Books, High Schools, Instructional Materials, Junior High Schools, Literature Appreciation, North American History, North American Literature
The 1973 and 1979 editions of "Literature by and about the American Indian," published by the National Council of Teachers of English (NCTE), are examined in this paper for titles by native American writers that are appropriate for jun or high and high school students. A few of the books recommended in the NCTE publications remain out of print, and while many of the other titles are highly recommended, they either are written by Anglo writers or are autobiographies as told to an Anglo writer. Many of the titles cited are briefly summarized, and the paper concludes with a bibliography of works by native American authors only. (HTH)

ED 200 091 HE 013 555
Brown, Peggy, Ed. And Others
The Study of Ethnic Groups.
Association of American Colleges, Washington, D.C.
Pub Date—Mar 81
Note—17p.
Available from—Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.
Journal Cit—Forum for Liberal Education; v3 n5 Mar 1981
Pub Type— Reports - Descriptive (141) — Opinion Papers (120) — Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*American Indian Studies, Area Studies, *Black Studies, *College Curriculum, Cultural Awareness, Cultural Differences, Cultural Education, *Cultural Pluralism, Ethnicity, Ethnic Origins, *Ethnic Studies, Geographic Regions, Higher Education, Immigrants, Inservice Teacher Education, Interdisciplinary Approach, Liberal Arts, Majors (Students), *Mexican Americans, Racial Relations, Rural Areas, Rural Population
Identifiers—Appalachian People, Augsburg College MN, Dakota Wesleyan University SD, Irish Culture, Oklahoma State University, Scandinavian Culture, Towson State University MD, University of Kentucky, Washington State University, Washington University MO, Westfield State College MA, William Jewell College MO
Nine ethnic studies programs in higher education are described and the essay, "The Future of Ethnic Studies," by Thad Radzialowski, is presented. Radzialowski believes that ethnic studies can help students explore the meaning of pluralism and provide them with insights into the nature of community in America. It is suggested that ethnic studies programs must overcome a tendency to focus solely on the customs and manners of the people they study in favor of the study of change and adaptation and of the complex evolution of the bonds and loyalties that underlie community at all levels. Several of the programs that are described draw on the resources of a variety of ethnic groups in their locale, while others provide an academic program centered on one immigrant group that has settled in the region. Traditional minority studies areas and a few atypical area studies programs are represented. The programs are as follows: Scandinavian areas studies at Augsburg College, Chicano studies at Washington State University, comparative ethnic studies at Towson State University, The Appalachian Center at University of Kentucky, Irish-American studies program at Westfield State College, American Indian studies program at Dakota Wesleyan University, Crossroads Oklahoma at Oklahoma State University, Black Studies program at Washington University, and the Ethnic Activities Center of Mid-America at William Jewell College. Additional programs are briefly described that are offering multicultural education training to primary and secondary teachers. (SW)

ED 200 390 RC 012 658
Mahan, James M.
Native Americans as Teacher Trainers: Anatomy and Outcomes of a Cultural Immersion Project.
Pub Date—16 Apr 81
Note—13p.; Paper presented at the annual meeting of the American Educational Research Association (Los Angeles, CA, April 16, 1981).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indian Culture, American Indian Reservations, *American Indians, Cultural Awareness, *Cultural Education, Females, Field Experience Programs, Higher Education, Longitudinal Studies, Multicultural Education, Preservice Teacher Education, *Student Teachers, Teacher Education, *Teacher Educators, *White Students
Identifiers—Hopi (Tribe), Navajo (Nation)
Data spanning the nine year life of a culturally-oriented field project sponsored by Indiana University indicated the feasibility and productive impact of intensive teacher preparation experiences in a cultural community (Native American) where the trainee (Anglo) functioned in the role of a minority person. For 9 consecutive years, 291 preservice teachers completed on-campus cultural preparation through seminars, workshops, films, readings, and interviews, then served for 17 weeks as student teachers and dormitory volunteer workers in Bureau of Indian Affairs schools in isolated Navajo and Hopi communities and submitted attitudinal and cultural implications reports each two weeks. Participants were predominantly Anglo female education majors from mainstream Anglo communities and public schools. Project participants reported to placement sites friendless and somewhat apprehensive. They departed having several close Native American friends and highly pleased with the experience. Native Americans at each site taught pedagogy, culture, adaption skills, ethnic understanding, and human commonalities. Native American educators reported that young teachers who were immersed in the local culture made culturally-oriented adjustments in their teaching strategies and style. Followup data indicated that teachers culturally prepared on Indian reservations were highly employable both in Native American settings and in mainstream settings. (CM)

ED 201 436 RC 012 663
LaFromboise, Teresa D.
Counseling with American Indians: Issues in Training Assertiveness and Coping Skills.
Pub Date—Apr 81
Note—22p.; Paper presented at the annual meeting of the American Educational Research Association (Los Angeles, CA, April 1981).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indians, *Assertiveness, Biculturalism, Communication (Thought Transfer), *Coping, *Counseling, Cultural Differences, Ethnicity, Group Dynamics, *Interpersonal Competence, Mental Health, Problem Solving, Role Models, Role Playing, Self Determination, *Skill Development
Identifiers—Relevance (Cultural)
Recently, Indian people from the United States and Canada recommended coping skills training for American Indians, to help in handling stress, becoming self-determined, being assertive, problem solving, and redesigning social roles and support systems. Some 30 tribal groups and agencies participated in a cultural adaptation of an assertive coping-skills training intervention program for a year. The general themes of coping, self-determination, and communication were reflected in the ultimate program goal, which was competence in a biculturally appropriate lifestyle. Brainstorming of program goals among community members provided the cultural input necessary for designing instructional methods and for assessing culturally-determined perceptions of the personal growth process. Formal and informal modeling provided a variety of Indian coping models enacting assertive behavior in several Indian and non-Indian social, family, and business settings. Indian and non-Indian persons rated 24 pre-training and 24 post-training role play scenes by 6 participants to determine whether relevant and noticeable change had taken place. Results indicated that the cultural adaptation of social skills training appeared to be more effective for American Indians than traditional psychological approaches. (CM)

ED 20 438 RC 012 666
Dauphinais, Paul Rowe, Wayne
Counseling with American Indians: Improving the Quality of Non-Indian Assistance.
Pub Date—Apr 81
Note—10p.; Paper presented at the annual meeting of the American Educational Research Association (Los Angeles, CA, April 1981).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adjustment (to Environment), American Indian Culture, *American Indians, College Students, Communication (Thought Transfer), *Counseling Effectiveness, *Counseling Techniques, *Counselor Client Relationship, Counselor Training, *Cultural Awareness, Mental Health, Secondary Education, Socioeconomic Influences, *Student Attitudes, Values, Youth
Although many social indicators suggest that problems exist among the American Indian population for which counseling and mental health services should be provided, there are relatively few American Indian counselors in the conventional mental health system or in schools; therefore, the training of non-Indian counselors who work among American Indians must be improved. Current literature suggests that counselors working with Indians should be culturally sensitive, should have an awareness of Indian culture, and should be able to interpret specific behaviors in terms of possible cultural meaningfulness. A major implication of current literature is that there is a lack of communication and mutual understanding between counselors and Indian students. Results of a study comparing communication styles (Dauphinais, Dauphinais, and Rowe) indicate that the facilitative style, which is most commonly taught in counselor and therapist training, is seen as least effective by Indian students. Preliminary results of another study in which the authors are involved indicate that 15 out of 25 Indian students perceive the cultural-experimental style as being more helpful. Thus, efforts to specify counseling practices which Indian people find helpful should be intensified in training non-Indian counselors. (CM)

ED 201 673 TM 810 270
Powers, Stephen Sabers, Darrell
An Investigation of Ethnic Group Differences in Testwiseness at the Third, Fifth, and Seventh Grade.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Apr 81
Grant—NIE-G-80-0076
Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—American Indians, Anglo Americans, Blacks, Elementary Education, *Ethnic Groups, *Grade 3, *Grade 5, *Grade 7, Hispanic Americans, Multiple Regression Analysis, Reading Achievement, Scores, *Sex Differences, *Test Wiseness
Identifiers—*Tucson Public Schools AZ
A test measuring testwiseness was administered to 811 pupils in grades 3, 5, and 7 in the Tucson Unified School District. The pupils represented four ethnic groups: American Indian, Anglo, Black, and Hispanic. By controlling for reading ability using scores on a standardized reading test, the California Achievement Tests (CAT) or Comprehensive Tests of Basic Skills (CTBS), as a covariate, significant sex-by-ethnicity interactions were found. The use of reading comprehension as a covariate resulted in

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findings substantially different from previous research or from what may be concluded from looking at obtained testwiseness scores as a dependent variable. Due to small numbers of pupils in some groups and inconsistencies across grades, specific group results were regarded as extremely tentative. (Author/RL)

ED 202 616 RC 012 697
Churchman, David Guyette, Susan
Evaluating American Indian Programs: An Ethnographic Approach.
Pub Date—13 Apr 81
Note—24p.; Paper presented at the meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indian Education, American Indians, *Cultural Context, Data Analysis, Data Collection, Elementary Secondary Education, *Ethnography, *Evaluation Methods, Program Evaluation, *Relevance (Education), *Summative Evaluation
Traditional methods of ethnographic data collection and analysis can be adapted to conducting summative evaluations of educational programs, particularly those for American Indians. Such evaluations can be approached from a micro-ethnographic standpoint (in which the school alone is studied as a subculture) or a macro-ethnographic standpoint (in which the school is studied as part of the culture as a whole). While each approach has advantages, the macro-ethnographic approach is better suited to non-Western cultures and American Indian cultures in particular, because it can be used to discover discrepancies between the educational goals of the community and the actualities of the schools. Ethnographic evaluation methods are essentially the same for each approach. In an iterative rather than sequential process, data are collected via interviews (using descriptive, structural, and contrastive questions) and participant observation (to determine the places, actors, and activities of the program), and analyzed to determine its domains and taxonomy. Ethnographic summative evaluation is advantageous because it eliminates the evaluator's cultural values; it needs no control group or culturally biased achievement testing; it needs no statistical analysis; its reports are more useful; and it facilitates the study of the cultural appropriateness of the program. (SB)

ED 202 631 RC 012 713
Ostertag, Bruce Andrew
Navajo Learning Disabled Reading Practices and Procedures.
Spons Agency—Northern Arizona Univ., Flagstaff. Coll. of Education.
Pub Date—15 Jun 81
Note—26p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*American Indian Education, American Indians, Elementary Education, *Learning Disabilities, Needs Assessment, Public Schools, Questionnaires, Reading Diagnosis, Reading Difficulties, *Reading Instruction, Reading Teachers, *Remedial Reading, Special Education, Teacher Certification, Teacher Education, *Teacher Responsibility, *Teaching Methods
Identifiers—Bureau of Indian Affairs Schools, *Navajo (Nation)
A survey of special educators who taught elementary learning disabled (LD) Navajo students in 15 public and 28 Bureau of Indian Affairs (BIA) schools sampled practices and procedures in current use including the role responsibility for teaching reading, reading assessment instruments, commonly used reading approaches, reading skills stressed, and commonly used reading materials. Teachers also responded to questions regarding their educational and teaching experiences. Results of the study indicated: (1) there were no significant differences between public and BIA-affiliated schools; (2) at least half of the teachers surveyed had a major reading responsibility for their LD students; and (3) a majority of the respondents believed more reading coursework should be required for special education credentialling. The data reflected the "state of the art" on the Navajo Nation; revealed currently used reading assessment instruments, approaches, skills, materials, and teacher and educational experiences; and indicated teacher dissatisfaction with existing formal devices. The collected data could be used for reference purposes by teachers desiring additional information regarding reading approaches, skills and materials for Navajo students. An appendix contains a sample questionnaire and frequency responses. (CM)

ED 202 641 RC 012 727
Leading Fighter, Evelyn, Comp.
Statistics Concerning Indian Education, Fiscal Year 1979: International Year of the Child.
Bureau of Indian Affairs (Dept. of Interior), Washington, D.C. Office of Education Programs.
Pub Date—81
Note—66p.; For related documents, see ED 141 045-047 and RC 012 725-726.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Education, Agency Role, *American Indian Education, American Indians, Average Daily Membership, *Boarding Schools, Census Figures, *Day Schools, Dormitories, *Elementary Secondary Education, *Enrollment, Federal Legislation, Federal Programs, Graduates, Higher Education, School Construction, Schools, *Tribes
Identifiers—*Bureau of Indian Affairs, Contract Schools, Johnson O Malley Act
The pamphlet contains tabular statistical data on Bureau of Indian Affairs (BIA) operated schools in 1979: number of BIA boarding and day schools by area; number of tribally-operated boarding and day schools by area; BIA boarding school enrollment and average daily membership; boarding school enrollment by grade; day school enrollment and average daily membership; day school enrollment by grade; total boarding and day school enrollment by grade; total boarding and day school enrollment and average daily membership; dormitory enrollment and average daily membership; dormitory enrollment by grade; tribally-operated contract school enrollment and average daily membership; contract school enrollments by grade; enrollment by degree of American Indian blood; 1975-79 enrollment and school summary; enrollment by tribe; completions and graduations by area; Johnson O'Malley enrollments by area; school construction summary; participation in Elementary and Secondary Education Act programs; Higher Education Program enrollment by area; and Adult Education Program enrollment by area. Also included are: a list of federally recognized tribes and bands; children's drawings; and a fact sheet indicating that 43,571 Indian children were enrolled in 189 BIA schools with an average daily membership of 39,266.8 and that 6,412 students attended 33 contract schools. (SB)

ED 202 658 RC 012 745
Johnson, Gene And Others
Developing Culture Curriculum for Native American Children: The Rough Rock Experience.
Rough Rock Demonstration School, Ariz. Navaho Curriculum Center.
Pub Date—Apr 81
Note—29p.
Available from—Navajo Curriculum Center Press, Rough Rock Demonstration School, Star Rt. 1, Rough Rock, AZ 86503 ($1.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—American Indian Culture, *American Indian Education, American Indians, Bilingual Education, Community Involvement, Course Objectives, *Cultural Influences, *Curriculum Development, *Educational Objectives, Educational Philosophy, Elementary Secondary Education, Instructional Materials, *Models, Multicultural Education, *Needs Assessment
Identifiers—*Culture Based Curriculum, Navajo (Nation), Rough Rock Demonstration School AZ
The booklet uses both narrative and line drawings to outline Rough Rock Demonstration School's process of developing a K-12 Navajo language and culture curriculum for Navajo children at Rough Rock and other schools on and off the reservation. There are suggestions for writing the proposal, getting community support, and recruiting staff. The next sections discuss finding out what the community perceives to be its needs and problems (including a sample needs assessment survey), and assessing available native-based curriculum materials. The booklet next discusses developing a philosophy of education, setting up a curriculum model, and translating the needs assessment survey into ideas for curriculum. The sections on developing curriculum content, scope and sequence, and writing teacher objectives are followed by a sample fourth grade social studies program. The booklet ends with suggestions for implementation of the curriculum, evaluation, and working with others. A summary of the Rough Rock Community-Teacher-Student survey (with recommendations for curriculum development) is included. (CM)

ED 204 075 RC 012 791
Resource Directory: Migrant and Indian Exceptional Children.
Indian Education Training, Inc., Albuquerque, N. Mex.
Spons Agency—Department of Education, Washington, D.C.
Pub Date—Jan 81
Note—47p.
Pub Type— Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—American Indian Education, American Indian Reservations, *American Indians, Children, Confidential Records, Delivery Systems, Disabilities, Elementary Secondary Education, *Exceptional Persons, Health Facilities, *Health Services, Hospitals, *Human Resources, Medical Services, *Migrant Children, Migrant Education, Migrant Health Services, Physical Disabilities, *Social Services, Special Education, Student Records, Urban Areas
Identifiers—Arizona, Bureau of Indian Affairs, California, Indian Health Service, New Mexico, Texas, Washington
Designed as a supplementary resource for special education directors and teachers, this directory covers a five state area which includes Arizona, California, New Mexico, Texas, and Washington, and concentrates on targeted resources for Indian and migrant children with exceptional needs. After general discussions of services available for migrant and Indian children and of regulations covering the transfer of information, the directory lists the five states alphabetically, and includes state and regional resource people. Health clinics or hospitals for migrants are named, followed by names of Crippled Children's Services, Indian health facilities, and urban Indian health centers. All health facilities are listed alphabetically under each category by city or town. Where available, types of services are indicated. The last section is a listing of Bureau of Indian Affairs social service agencies. The directory includes all Title IV Indian Education Act projects for Texas. For each state, Bureau of Indian Affairs and Indian Health Service agency offices are listed under their administrative area office. (Author/CM)

ED 204 077 RC 012 793
Reeback, Robert T.
Questions about FERPA: The Family Educational Rights and Privacy Act (The Buckley Amendment). BIA/IHS Edition.
Indian Education Training, Inc., Albuquerque, N. Mex.
Spons Agency—Bureau of Education for the Handicapped (ED), Washington, D.C. Div. of Personnel Preparation.
Pub Date—Jan 81
Note—23p.; For a related document, see RC 012 792.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Records, *American Indian Education, American Indians, Compliance (Legal), Confidentiality, Confidential Records, Disabilities, *Disclosure, Educational Policy, Elementary Education, Elementary School Students, Federal Legislation, Parents, *Privacy, School Districts, *Student Records, *Student Rights
Identifiers—Buckley Amendment, Bureau of Indian Affairs, Education for All Handicapped Children Act, *Family Educational Rights and Privacy Act 1974, Indian Health Service, *Parent Rights
Designed for employees of elementary schools, with a section relevant to the Indian Health Service and Bureau of Indian Affairs, this document answers questions concerning the Family Educational Rights and Privacy Act (FERPA). The guide is written in question and answer form; questions are organized around related issues. Provisions not applicable to elementary schools have been omitted. "Purpose and Applicability" deals with the purpose of the Act, to whom it applies, and kinds of records involved. "School District Requirements" is concerned with the regulation of school district policy under the Act. The next section defines "directory information" and outlines the rules governing it.

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"Parents' Rights" details parents' rights to inspect their child's education records and tells under what circumstances they can add to or change those records. The next section defines disclosure, details the limits which apply to disclosure without parental consent, and describes the conditions or limits involved in transferring student records to another school. The guide also answers questions concerning enforcement of the Act. The final section compares FERPA provisions with those of Public Law 94-142, Education for All Handicapped Children Act (1975), and discusses the implementation of Public Law 94-142 and the protection of confidentiality. A memoranda concerning use of Indian Health Service records by the Bureau of Indian Affairs is appended. (CM)

ED 204 086 RC 012 804
Indian Participation in Educational Research. A Conference Sponsored by The National Institute of Education (Washington, D.C., April 1-3, 1981).
National Inst. of Education (ED), Washington, D.C.
Pub Date—1 Apr 81
Note—81p.; For individual papers, see RC 012 805-810.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Achievement Need, Adult Education, Alaska Natives, *American Indian Education, American Indians, Comparative Analysis, Cultural Influences, *Dropout Research, Educational Attainment, *Educational Needs, *Educational Research, *Education Work Relationship, Federal Legislation, Higher Education, Labor Supply, *Policy Formation, Research Reports
The volume contains six working papers presented at a 1981 National Institute of Education conference on Indian participation in educational research. The articles are: "A Cross-Cultural Content Analysis of Nez Perce Tribal Legends and Selected Anglo-American Children's Stories for Value-Attitude Factors of Achievement Motivation" by Cecil T. Jose; "Indian Educational Research in a Large Urban School District: A Conceptual Point of View" by Rosemary Christensen with Jan Witthuhn; "National Assessment of the Status of Minorities in American Higher Education: A Project Overview" by Patricia Porter McNamara; "Literacy and Educational Needs of American Indian Adults: Some Initial Results and Observations on Conducting the First National Study" by Rodney L. Brod and John M. McQuiston; "Indian Education, Wages and Labor Supply" by Ronald L. Trosper; and "Indian Education Policy Reform: Policy and Implementation" by Myron Jones. (SB)

ED 204 092 RC 012 810
Jones, Myron
Indian Education Policy Reform: Policy and Implementation.
Pub Date—1 Apr 81
Note—11p.; Paper presented at the "Indian Participation in Educational Research" conference sponsored by the National Institute of Education (Washington, DC, April 1-3, 1981).
Available from—Not available separately; see RC 012 804.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
Document Not Available from EDRS.
Descriptors—*American Indian Education, American Indians, Educational Change, *Educational Legislation, Educational Policy, *Educational Research, Equal Education, Federal Legislation, Policy Formation, *Program Implementation, Research Design, *Research Methodology
Identifiers—*Basic Indian Education Act, *Legislative History
The objectives of an ongoing 3-year study are to examine and document the immediate history of PL 95-561, Title XI; the development of its regulations, policies, and procedures; and its actual implementation. Research during the first year focused on the history, intent, regulations, and emerging policy of the law, especially Part A. Data were gathered from documentation on development of the legislation and from interviews with federal officials, Congressmen and their assistants, and individuals who testified before Congressional committees. Research during the second and third years will consist of longitudinal surveys of selected school districts and six longitudinal case studies. Data will be collected by document review, questionnaires, interviews, and site visits, and will be analyzed to determine how each of five groups affected by the legislation (federal bureaucracy, states, school districts, clients, advocacy groups) responded to five determinants (clarity and structure of the law, dissemination, enforcement, critical socio-economic relationships, political incentive). The resulting degree of implementation will be measured against expected implementation "scenarios." To date, research has revealed that the House Advisory Study Group on Indian Education, employing unusual jurisdictional authority, wrote the legislation with a lack of information about the opposition and with a lack of negotiation. (SB)

ED 204 444 UD 021 502
LaRose, Robert Eisenstock, Barbara
Assessing Multi-cultural Television Characters for Children. Revised.
Pub Date—81
Note—32p.; Earlier version of paper presented at the Annual Meeting of the Mass Communication Division of the International Communication Association (Minneapolis, MN, 1981).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—American Indians, Asian Americans, Blacks, *Characterization, Children, *Childrens Television, Hispanic Americans, *Identification (Psychology), Indochinese, *Racial Attitudes, Racial Bias, *Racial Identification, Social Isolation
Two studies were undertaken to investigate the effectiveness of portrayals of minority group characters in television productions. One study evaluated minority children's identification with minority characters in the "Superfriends" series. The second study focused on interracial attitude changes associated with exposure to a pilot for "The New Americans," a multicultural series about Indochinese children. The study population consisted of several hundred elementary school children from different ethnic groups. Measurement instruments included a semantic differential tool, an adaptation of the Projective Prejudice Test, a social distance scale, and measures of intergroup similarity and knowledge of Indochinese people. In the first study, Black and American Indian children were found to identify more with characters from their own racial group, while Hispanic and Asian children tended to identify more with Anglo characters. In the second study, positive changes in Anglo, Black and Hispanic children's attitudes toward Indochinese children were noted; among Indochinese children of different nationalities, however, a negative attitude change toward Vietnamese children occurred. The results show that: (1) it is possible to create minority television characters that will overcome minority children's tendency to identify more with Anglos than with models from their own group; and (2) mere exposure to minority portrayals will not invariably have a positive effect on interracial attitudes. (MK)

ED 204 885 EC 133 352
Lazarus, Philip J. Lavendera, Lourdes
The Implementation of Exceptional Child Education Programs for Native American Youngsters.
Pub Date—Feb 81
Note—15p.; Paper presented at The Council for Exceptional Children Conference on The Exceptional Bilingual Child (New Orleans, LA, February, 1981, Session F-26).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indian Education, *American Indians, *Cultural Influences, *Educational Philosophy, Elementary Secondary Education, Interpersonal Competence
Identifiers—*Miccosukee (Tribe)
The paper proposes a transcultural model that emphasizes the importance of handicapped Indian children acquiring skills and knowledge of their majority culture without sacrificing their cultural identity. The values and history of the Miccosukee tribe from Florida are discussed, as are the philosophy and organization of a Bureau of Indian Affairs school for Miccosukees. The guidance and counseling program in the school is described in terms of its approach to dropout prevention, vocational guidance, and interpersonal skills. The interpersonal skills of special educators are seen as more important than program content. (CL)

ED 205 319 RC 012 802
Tafoya, Terry
Native Bilingual Education: Oral Tradition and the Teacher.
Pub Date—[81]
Note—11p.; Some pages may be marginally legible.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indian Culture, *American Indian Education, American Indians, *Bilingual Education, Cultural Awareness, Cultural Context, *Curriculum Development, Elementary Secondary Education, Instructional Materials, Language Maintenance, Language Patterns, *Legends, Relevance (Education), Story Telling, Teacher Education, Teacher Role, *Teaching Methods
Identifiers—*Oral Tradition
Much bilingual curriculum material has little relationship to either traditional Indian teaching methods or to current standards of conventional quality education. Native bilingual programs tend to be poor imitations of European models, and little overall coordination exists in the use of bilingual materials. Techniques by which Native language, information, concepts, and values have traditionally been taught, should be studied, then modified for classroom use. Indian legends can teach moral values and practical instruction as well as entertain. However, some Native elders fear that interaction between story teller and listeners and the relationship between and meaning of legends in a cycle will be lost in the process of turning traditional legends into conventional curriculum materials. Native communities are stressing the importance of good Native language programs as more tribes realize that continuation of their language must be insured if their culture and history are to be adequately and accurately transmitted. Survival skills should also be taught through bilingual programs. Native teachers are rarely exposed to course work or experiences in working effectively with Native children. It is important to glean from Native elders the methods by which they were taught so that those techniques can be used to teach Native children. (CM)

ED 205 311 RC 012 803
Tafoya, Terry
Coyote's Eyes: Native Cognition Styles.
Pub Date—[81]
Note—29p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*American Indian Education, American Indians, Case Studies, *Cognitive Development, *Cultural Context, Culture Conflict, Elementary Secondary Education, Experiential Learning, Family Characteristics, *Family Influence, *Learning Processes, Legends, Story Telling, Symbolism, *Teaching Methods
The document compares and contrasts the Standard Average European (SAE) and the Standard Native American (SNA) viewpoints with regard to fostering cognitive development in children. One basic difference is demonstrated by relating a story and noting that, in terms of Native American cognitive development, no further teaching would be done. In contrast, the various meanings of the story are explained as they would be in the SAE world view. The document next compares the structure of child rearing practices common to many tribal groups with practices common to typical Anglo-European extended family systems and describes typical Native American and Anglo-European extended family structures. Next is a discussion of the place of legends and stories in the cognitive development of Native children. The document then discusses the conflict between the SAE and the SNA world view concerning literacy. Case studies illustrate the conflict. The document also describes the Native policy of non-interference with a naturally developing child and the method used by elders to guide Native children in learning lessons and developing individual comprehension. The appendix includes charts delineating typical family structures of Anglo-Europeans and American Indians and a transcription of a Chipewyan girl's oral and written story. (CM)

ED 205 353 RC 012 870
Qualifying for Federal Funding of Tribally Controlled Community Colleges. Report by the U.S. General Accounting Office.
General Accounting Office, Washington, D.C.
Report No.—CED-81-115

BEST COPY AVAILABLE

Pub Date—18 Jun 81
Note—22p.
Available from—U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (free up to 5 copies; 6 or more $1.00 ea.).
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Attitudes, *American Indian Education, American Indians, College Students, *Community Colleges, Educational Finance, *Eligibility, Enrollment, *Federal Aid, Federal Indian Relationship, Federal Legislation, Federal Programs, Full Time Students, Government School Relationship, Postsecondary Education, *Program Implementation, Tribal Sovereignty
Identifiers—Bureau of Indian Affairs, Navajo Community College AZ, *Tribally Controlled Comm Coll Assist Act 1978, *Tribally Controlled Schools

By request of the Senate Committee on Appropriations, the General Accounting Office (GAO) verified the number of full-time equivalent Indian students reported as attending 12 tribally controlled community colleges during the 1980-1981 academic year and obtained college officials' opinions on the benefits of the Tribally Controlled Community College Assistance Act (1978) and their concerns about the Bureau of Indian Affairs' (BIA) implementation of the act. The GAO review was limited to 11 colleges funded in 1980 plus the Navajo Community College. GAO found discrepancies in the full-time equivalent Indian student counts reported by 10 of the 11 colleges. GAO noted that the colleges had not required adequate evidence that all students were eligible Indians, had not maintained up-to-date enrollment data, or had made counting errors. While college officials were unanimous in their support of the act's concept, they raised issues concerning its implementation and funding. Their concerns involved reduction in funds, failure to count Indian students not members of federally recognized tribes, BIA delays in certifying that students are Indians, the formula used for computing full-time equivalent Indian students, the cutoff date for computation, lack of funds for needed college activities, and funding of the Navajo Community College. (CM)

ED 205 358 RC 012 875
Jones, Richard S.
Federal Programs of Assistance to American Indians. A Report Prepared for the Senate Select Committee on Indian Affairs of the United States Senate, Ninety Seventh Congress, First Session.
Library of Congress, Washington, D.C. Congressional Research Service.
Spons Agency—Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.
Pub Date—Jun 81
Note—353p.; Not available in paper copy due to small print size.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Education, *American Indian Education, *American Indians, Economic Development, Elementary Secondary Education, Eligibility, *Federal Aid, *Federal Indian Relationship, Federal Legislation, *Federal Programs, Health Services, Housing, Natural Resources, *Program Descriptions, Social Services
Identifiers—Bureau of Indian Affairs

Updated information provided by 20 executive agencies of the Federal Government describes (1) programs specifically designed to benefit Indian tribes and individuals; (2) programs which specifically include Indians or Indian tribes as eligible beneficiaries; and (3) programs which may not specifically denominate Indians or Indian tribes as eligible beneficiaries, but which are deemed to be of special interest to Indians. Most entries include: name, nature and purpose of program; eligibility requirements; information sources; application procedures and deadlines; authorizing legislation; administering agency; available assistance; use restrictions; fiscal year 1978-81 appropriations; obligations incurred; local and Washington contacts; and related programs. Programs sponsored by the Department of Education include grants to local educational agencies, adult Indian education, grants to Indian-controlled schools, fellowships for Indian students, resource and evaluation centers, vocational education program for Indian tribes and organizations, basic educational opportunity grant programs, bilingual education (Title VII), ethnic heritage studies, and grants to strengthen developing institutions of higher education. The Bureau of Indian Affairs Offices of Indian Education Programs, Indian Services, Tribal Resources, Trust Responsibility, and Administration list a total of 37 programs. (NEC)

ED 206 162 FL 012 428
Dole, Janice A.
A Language Development Program for Yup'ik Eskimo Children of Alaska.
Pub Date—81
Note—48p.; Paper presented at the Annual Meeting of the National Association of Bilingual Education (Boston, MA, May, 1981).
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Alaska Natives, Communicative Competence (Languages), *Cultural Background, Elementary Secondary Education, *English (Second Language), Eskimo Aleut Languages, Instructional Materials, Language Skills, Lesson Plans, *Native Language Instruction, *Program Design, *Second Language Instruction, Skill Development
Identifiers—*Bilingual Programs, Yupik

A center was established in 1978 to develop a program of curriculum materials designed to enable school districts in Alaska to strengthen and improve the English and native-language skills of Yup'ik children. The program is described here, as well as its rationale and philosophical assumptions, the materials that have been developed, and the implementation of those materials in Alaskan school districts. The materials, known as the Developmental Language Program (DLP), are designed to increase and expand upon the existing communication skills of Yup'ik students within the context of their Alaskan experiences. Generally speaking, the DLP consists of curricular materials which infuse language activities and experiences into subject areas. The discussion of the English and Yup'ik DLPs includes a description of the teachers' handbooks, the set-up of the units and activities, a sample lesson plan consisting of five modules, supplemental activities, and implementation of the language units. The discussion concludes with an outline of the teacher-training program and a summary of initial feedback. A sample unit is appended. (AMH)

ED 207 734 RC 012 900
Tafoya, Terry
What You Say After Hello: Pre-Service Orientation for Native Programs.
Pub Date—81
Note—10p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adjustment (to Environment), *Alaska Natives, American Indians, Bilingualism, *Communication Problems, *Cross Cultural Training, Cultural Awareness, Ethnicity, *Ethnic Stereotypes, Group Dynamics, *Orientation Materials, *Preservice Teacher Education, Program Development, Teacher Attitudes, Teacher Orientation

Four pre-service orientation exercises utilize both cognitive and affective approaches to foster positive attitudes and self-awareness among staff members working with Alaska Native students. While designed specifically for the Nome (Alaska) Public School Title VII program, the terminology could be readjusted easily to meet the needs of many American Indian, Asian American, Mexican American, or other bilingual and/or ethnic group programs. Plans for each activity detail objectives, time required, appropriate setting and participants, materials needed, and procedures. Exercise I creates interaction between Natives and non-Natives on a non-threatening level by requiring identification of Native language words for food. Exercise II develops awareness of hidden stereotypes by taking participants on a fantasy bus ride. Exercise III focuses on awareness of overt stereotypes through listing and discussing stereotypes of two participant groups. Exercise IV allows English-speaking participants to experience Native language problems in a bilingual setting. (NEC)

ED 207 751 RC 012 925
Harrison, Scott
Reflections on the Education of Native American Children, Focusing on Navajo Children.
Pub Date—81
Note—32p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Alienation, American Indian Culture, *American Indian Education, American Indians, Bilingual Education, Boarding Schools, Cultural Influences, *Culture Conflict, *Educational Change, *Educational History, Educational Quality, Elementary Secondary Education, *Ethnic Bias, Multicultural Education, School District Autonomy, Self Concept, Stereotypes, *Student Adjustment, Teacher Attitudes, Tribal Sovereignty, Tribes
Identifiers—*Navajo (Nation)

Offered as an introduction to some of the pertinent studies and personalities concerning the education of Native Americans, with emphasis on the education of Navajo children, this paper traces the history of Navajo education from 1868 to the present. A discussion of the shortcomings of early schools for Navajos and other Native Americans is followed by a description of the changes effected in Navajo education after World War II. Various ideas about why Native Americans in general and Navajo students in particular fail to make more satisfactory adjustments to school life are discussed. Cultural biases and stereotyped images of Native Americans which are held by members of the dominant culture are noted. Biases in teacher attitudes toward American Indian children is discussed. The paper concludes with advances being made in Navajo education and the steps, including bilingual and bicultural education and local control of schools, which the Navajo people are taking to ensure quality education for their children. (CM)

ED 207 777 RC 012 956
The Future of Indian People Rests with Their Young. An Administrative and Programmatic Study of the Office of Indian Education, U.S. Department of Education.
National Advisory Council on Indian Education, Washington, D.C.
Spons Agency—Department of Education, Washington, D.C.
Pub Date—Feb 81
Note—68p.; Best copy available.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*American Indian Education, American Indians, *Federal Indian Relationship, Federal Programs, *Formative Evaluation, Government Role, Long Range Planning, Personnel Management, Personnel Needs, Program Evaluation, *Program Improvement
Identifiers—National Advisory Council on Indian Education, *Office of Indian Education

Identification of problems encountered by the Office of Indian Education (OIE) and development of recommendations to improve administrative and programmatic effectiveness of OIE were goals of this study, prepared by a team from the National Advisory Council on Indian Education (NACIE). Information for evaluation was obtained from 20 survey forms completed by OIE staff; selected newspaper articles, correspondence, memos and related materials; and interviews with 24 legislators and educators. Problems reported, OIE responses, and NACIE recommendations were detailed for: staffing; grants review process; contracts and grant awards; personnel (exit interviews, job descriptions, interpersonal/communications problems, career development); OIE's mission, purpose, goals, objectives and philosophy; programmatic services; management practices; space shortages; external relations; staff relationships; code of ethics; internal management; and internal budget. Conclusions were: to evaluate OIE's credibility, effectiveness, accountability and responsiveness, NACIE should devise a periodic process to review OIE's progress in the Department of Education (ED); to clarify OIE's role and improve its visibility, NACIE should initiate activities within ED, OIE, and the House Education and Labor Committee. Appendices include: history of NACIE; NACIE model and survey form and list of data sources used for this study; agenda for NACIE study team; and NACIE Presidential appointees. (AW)

ED 208 528 EA 014 074
King, Richard A. Pohland, Paul A.
A Cost-Effectiveness Analysis of Administrator Training Programs for Native Americans. Monograph.

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Pub Date—81
Note—39p.
Pub Type— Report - Evaluative (142) — Opinion Papers (120)
EDRS Price - MF0[illegible]02 Plus Postage.
Descriptors—*Administrator Education, *American Indians, *Cost Effectiveness, *Educational Administration, Evaluation Criteria, Higher Education, Program Costs, Program Design, Program Effectiveness, Program Evaluation

Researchers analyze the cost effectiveness of educational administrator training programs for Native Americans at four universities: Harvard, Pennsylvania State, Minnesota, and New Mexico. The programs vary in scope, duration, clientele, admissions, and five other characteristics. The programs' average costs per student are computed and are related to differences in program characteristics. The researchers then compile effectiveness rankings for seven different outcome measures, including program completion rate, post-program jobs and salaries, shifts in job aspirations, and students' perceptions of program quality, changes in their decision-making responsibilities, and realization of preprogram expectations. Program rankings on each outcome are weighted and averaged, and a measure of program cost per unit of effectiveness is computed. While one unidentified school is found to have lower costs, the authors conclude that no school can be considered more cost effective because the use of different outcomes or weights would yield different figures for cost effectiveness. They discuss the problems of analyzing the cost effectiveness of social action programs, especially in relation to variation in program goals, structures, resource constraints, and outcome measures. (Author/RW)

ED 209 005 RC 012 853
Alternatives in Indian Education. Final Report.
Indian Education Training, Inc., Albuquerque, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Ma[illegible] 81
Grant—N1E-G-78-0815
Note—108p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 P[illegible] Postage.
Descriptors—Academic Achievement, *Access to Education, *American Indian Education, American Indians, Boards of Education, Community Characteristics, Community Surveys, Decision Making, Educational History, Elementary Secondary Education, *Federal Indian Relationship, Local History, Parent Attitudes, *Parent School Relationship, *Reservation American Indians, Student Attitudes, Teacher Attitudes
Identifiers—Albuquerque Public Schools NM, Bureau of Indian Affairs, *Canoncito Navajo Reservation NM, *Navajo (Nation), New Mexico (Torreon)

To discover student attitudes and student, teacher and parent perceptions of school performance, 29 Navajo parents living on Canoncito Reservation, their children who attended Albuquerque, New Mexico public schools, and the children's teachers were interviewed. Results illustrated wide diversity of family and cultural characteristics within a small, ostensibly homogenous community and problems inherent in looking at groups of Indian students rather than individuals. Findings included: average family size was 5.7 children; students from 20 families spoke Navajo; at least 10 families used medicine men, some in conjunction with western medicine; 40% of families interviewed had no employed head of household; 83% used wood-burning stoves; 62% of homes had no running water, 17% no electricity, and 44% no television. Teachers reported most Canoncito students worked together as a group, resisted being singled out, and wanted their group to be good; despite skills-test scores slightly lower than school average, school performance differed widely among Canoncito students. The decision-making process was also investigated, revealing that parents felt the children themselves had decided whether they would attend the Canoncito Bureau of Indian Affairs day school or Albuquerque public schools. Translated transcripts of comparison interviews, conducted in Navajo, with nine parents and one student from Torreon, a community similar to Canoncito, comprise two-thirds of the document. (NEC/MH)

ED 209 010 RC 012 951
Twitchell, Wirt B.
Chinle Agency Summer Special Education Program: Evaluation and Final Report.
Northern Arizona Univ., Flagstaff.
Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C. Div. of Exceptional Education.
Pub Date—23 Jul 81
Note—52p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*American Indian Education, American Indians, *Disabilities, Educational Objectives, Elementary Education, *Individualized Education Programs, *Inservice Teacher Education, Program Content, Program Effectiveness, *Program Evaluation, Residential Programs, Special Education, *Special Programs, Summer Programs
Identifiers—Arizona (Chinle), *Chinle Agency Summer Special Education Program, Navajo (Nation)

Evaluation of the 5-week Chinle Agency (Bureau of Indian Affairs) Summer Special Education Program for participating elementary teachers reflected the strengths and weaknesses of the program, which served 43 eligible Navajo students and classroom teachers and teacher aides for some length of time, and presented 20 recommendations. Evaluation methodology involved on-site observations, compilation and interpretation of formal instruments, personal interviews, qualitative judgements based on formal program goals and objectives, and a sequential series of pre-test/post-test examinations designed to measure both participant growth and performance capabilities. Highlights of the program were the writing/development of an Individualized Education Program for each handicapped child, and daily in-service training and experiential projects for staff and teachers. Primary strengths of the program were consistency (ability to work with students on a regular basis), flexibility/adaptability, good communication, accessibility, opportunities for informal evaluation and feedback, development and maintenance of one-to-one student-teacher relationships, and staff commitment to the program. Identified weaknesses included initial confusion over external administrative interference, unusually large class size (12-16 students), and a need for enhanced coordination of total program functions and better early preparation/planning. Instruments used in the evaluation are appended. (CM)

ED 209 035 RC 012 999
Zitzow, Darryl Estes, George
Heritage Consistency as a Consideration in Counseling Native Americans.
Pub Date—19 Oct 81
Note—14p.
Pub Type— Guides - Non-Classroom (055) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—American Indian Culture, *American Indians, *Counseling Techniques, Counselor Attitudes, *Counselor Client Relationship, *Cultural Influences, Culture Conflict, Ethnicity, *Individual Characteristics, Minority Groups, *Self Concept, Social Bias
Identifiers—*Heritage Consistency

Although current efforts in counseling Native Americans appear to either overgeneralize issues or lack universality in cross-tribal application, one viable counseling approach is the continuum concept of heritage consistency, which assesses the extent to which an individual's predominant lifestyle and behavior reflect major elements of his/her historical tribal culture. A Native American's position on the continuum, determined according to individual knowledge and customs, appears to impact self concept, acculturation, internal conflict, identity, and willingness to seek professional counseling. Heritage consistency must not be used as just another means of categorization, but as a structure in achieving individual awareness and identity. The degree of heritage consistency can suggest related counseling and/or social concerns such as: difficulties in English language expression; lack of basic learning, decision-making, budgeting, and/or assertiveness skills; and unfamiliarity with dominant culture expectations. The degree of heritage inconsistency can suggest: denial of being Native American; lack of pride, identity, and/or a belief system due to lack of heritage culture experience; and pressure to adopt heritage consistent or non-Native American values. Major counseling issues for Native Americans in general include alcoholism; cultural discrimination; alienation; fear of failure, success, or ridicule; and distrust toward non-Native American helping professionals. (NEC)

ED 209 037 RC 013 001
Baurley, Marion E. Street, Matthew H.
American Indian Law: Relationship to Child Abuse and Neglect.
Herner and Co., Arlington, Va.
Spons Agency—National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
Report No.—OHDS-81-30302
Pub Date—Jun 81
Contract—HEW-105-78-1101
Note—61p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*American Indian Reservations, American Indians, *Child Abuse, Child Advocacy, *Child Neglect, Court Litigation, Federal Legislation, Federal Regulation, *Legal Responsibility, Parent Child Relationship, *Reservation American Indians, State Courts, Tribal Sovereignty, Youth
Identifiers—*Indian Child Welfare Act 1978, *Tribal Law

Designed to provide the reader with general background information in the area of American Indian child abuse and neglect law and to present a framework in which individual abuse or neglect cases may be analyzed, this report is divided into four sections. The first section describes features of the jurisdictional conflicts encountered in American Indian Law in general and in Indian Law on child abuse and neglect in particular. The next section describes the policy background and some of the provisions of the Indian Child Welfare Act. The third section briefly describes the variety of legal systems in effect on Indian reservations. The final section compares and contrasts child abuse and neglect-related elements of the 51 tribal codes that form the database for this paper. Appendixes supplement the discussion with information on the court systems used by and the code provisions of specific Indian tribes. (Author/CM)

ED 209 050 RC 013 014
McCoy, George F.
Delivery of Psychological Services to Native Americans: How Real Is Cultural Relevancy?
Pub Date—Aug 81
Note—13p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 1981).
Pub Type— Reports - Evaluative (142) — Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—American Indian Culture, *American Indians, *Cultural Awareness, Cultural Background, Cultural Pluralism, *Culture Conflict, *Delivery Systems, Health Services, Individual Needs, *Mental Health Programs, Minority Groups, Participation, *Psychiatric Services, Tribes
Identifiers—*Relevance (Cultural)

Such factors as values, traditions, customs, institutions, language, kinship systems, beliefs and skills are highly pertinent to the providing of mental health services. The report reveals allegations of serious abuse of cultural relevancy in serving Native Americans, questions what Native American mental health is and how it differs from non-Native American mental health, and illustrates through three case reports the complexities in serving Native Americans. While it is improbable that every mental health professional can have a detailed knowledge of the cultural situation of every client, it is possible for mental health professionals to have an awareness of general cultural factors which can expedite and enhance the delivery of services to Native Americans, such as Native Americans' familiarity with and skill in adaptive processes of problem solving and the use of concepts of pathology. Suggestions for meeting mental health needs of Native Americans include: securing increased participation of Native Americans in the mental health effort; developing coping skills which will enable Native Americans to identify conflicts and to select the available options for resolving the conflicts; and combining the roles of advocate, planner, and community organizer. (NEC)

ED 209 051 RC 013 015

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Antell, Lee
Indian Education: Guidelines for Evaluating Textbooks from an American Indian Perspective.
Education Commission of the States, Denver, Colo. Education Programs Div.
Spons Agency—Department of Education, Washington, D.C.
Report No.—ECS-R-143
Pub Date—Sep 81
Note—32p.
Available from—Publications Dept., Education Commission of the States, Suite 300, 1860 Lincoln St., Denver, CO 80295 ($5.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—American Indian Education, *American Indians, Cultural Images, Elementary Secondary Education, Ethnic Bias, Ethnic Stereotypes, Ethnocentrism, *Evaluation Criteria, Multicultural Education, *Nondiscriminatory Education, *Reading Material Selection, Textbook Bias, *Textbook Content, *Textbook Evaluation, Textbook Standards

Since most textbooks and instructional materials are designed to appeal to the majority market, they often are written from an ethnocentric viewpoint. American Indian viewpoints are either stereotyped, distorted, or omitted. To assist educators and publishers in developing awareness of American Indian heritage and culture and contemporary issues facing American Indians, general guidelines and a rating scale have been compiled by the Ethnic Heritage Project Advisory Council, to be used when evaluating textbooks and instructional materials. The guidelines may be applied at all grade levels and concentrate on content, language, and illustrations. Content considerations include awareness of American Indians' perspective; contemporary as well as historical activities, contributions, and concerns; and avoidance of inferences that American Indians are "all the same" or that different lifestyles or customs are undesirable. Textbook language must explain that the term "Indian" is a misnomer; not use derogatory terms; avoid generalizations; be consistent when comparing activities of American Indians with other groups; reflect contemporary roles and life situations. Illustrations should avoid negative stereotypes and caricatures, be historically and culturally accurate, and depict American Indians in the same range of modern socioeconomic settings and occupational roles as other groups of Americans. (NEC)

ED 209 052 RC 013 016
Medicine, Bea
"Speaking Indian": Parameters of Language Use Among American Indians. Focus, Number 6.
National Clearinghouse for Bilingual Education, Arlington, Va.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—Mar 81
Contract—400-80-0040
Note—10p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—American Indian Education, *American Indian Languages, *American Indians, Biculturalism, Bilingual Education, *Bilingualism, Educational History, Federal Indian Relationship, *Language Maintenance, *Language Usage, *Native Language Instruction, Research Needs, Tribal Sovereignty, Tribes

A brief overview of the status of language use in Native American communities reveals that while approximately 206 different languages and language dialects persist today, an estimated 49 languages have fewer than 10 speakers aged 50 or over, while 6 of these languages have more than 10,000 speakers of all generations. That these languages persist attests to the vigor of Native cultures and the value placed on Native languages by parents and parent surrogates who did, and still do, consciously teach children a Native language. Historically and contemporarily, schools and the educational processes have been the most effective means by which Native Americans have become oriented to a new lifeway. Early government policies were repressive, restricting the use of Native languages and resulting in language adaptations, many influenced by Christian missionaries and rituals. Despite current concern for the need for bilingual bicultural education for Indian students, research has not yielded data which indicate the ranges and viability of bilingualism in Native American communities. In this era of enhanced Indian identity, speaking an indigenous language is now a decided asset for any Native American. There has been a recent proliferation of Native language courses taught in institutions of higher education. (NEC)

ED 210 091 PS 012 488
McNeill, Earldene And Others
Cultural Awareness for Young Children. Revised Edition.
Report No.—ISBN-0-940908-00-X
Pub Date—81
Note—160p.
Available from—The Learning Tree, 9998 Ferguson Road, Dallas, TX 75228 ($14.95).
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—American Indian Culture, Art Activities, Asian Americans, Black Culture, Childrens Games, *Cultural Awareness, Dance, Eskimos, *Ethnicity, Family Life, Hispanic American Culture, Language Acquisition, *Learning Activities, Mexican Americans, Music Activities, *Preschool Children, Resource Materials
Identifiers—*Cowboys

The activities depicted and the information provided in this book reflect the program for cultural awareness at The Learning Tree, a preschool located in Dallas, Texas. The material is presented in the hope that it will serve to increase children's acceptance of diversity and pluralism in American society. Six cultures are represented: Asian, black, cowboy, Eskimo, Mexican, and Native American. Guides for activities related to family living, creative art expression, nature and science, language development, music and dance, games and manipulative play, and special events such as festivals and holidays are provided for each of the cultures. A selected bibliography of records, films, and books for children and adults accompanies the material for each culture. A final bibliography of multi-cultural resources is also provided. Many drawings and photographs accompany the descriptions of activities. (Author/RH)

ED 210 138 RC 013 040
Bates, V. Edward
Traditional Healing and Western Health Care: A Case Against Formal Integration.
Pub Date—27 Aug 81
Note—34p.; Paper presented at the Annual Convention of the American Psychological Association (Los Angeles, CA, August 24-28, 1981).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adoption (Ideas), *American Indian Culture, *American Indians, *Comparative Analysis, Cultural Background, *Cultural Differences, *Cultural Exchange, Folk Culture, Foreign Countries, Health Education, *Health Services, Medical Evaluation, Medical Services, Tribal Sovereignty
Identifiers—Folk Medicine, Medical Anthropology, *Traditional Healing

Based on selected reading of the literature on medical anthropology and the sociology of modern and traditional system integration in other societies (developing and developed), this paper argues that state heteronomy is patently contraindicated, yet inevitable, should the funding and power structure behind Western health care systems be formally integrated with the traditional American Indian healing system. Structured around a comparison of the similarities and differences between the two systems in order to initiate some thoughts about etiology, role expectations, and situational factors that are traceable to the treatment characteristics of the two systems in question, the paper attempts to reflect strengths in the traditional healing system. Tables compare and contrast two divergent orders of information between the Western and traditional health systems. A "curing" versus "healing" model is presented in four tables that attempt to compare the two systems across causation, diagnosis, roles, and treatment processes. Excerpts from the literature which are concerned with traditional and modern interrelationships from a world-system perspective are presented to convey some of the multiple dimensions of medical pluralism. The paper also discusses non-medical interventions and the destructive aspects of large-scale educational efforts to incorporate the traditional into the modern system. (Author/CM)

ED 210 139 RC 013 041
LaFromboise, Teresa D. Rowe, Wayne
Cultural Adaptation of the Skills Training Model: Assertion Training with American Indians.
Pub Date—Aug 81
Note—19p.; Paper presented at the Symposium on "Cultural Dimensions of Counseling the American Indian" at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 1981). For a related document, see ED 201 436.
Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, *American Indians, *Assertiveness, Behavior Patterns, Biculturalism, Change Strategies, Communication (Thought Transfer), *Coping, *Counseling Techniques, Cultural Differences, Group Dynamics, *Interpersonal Competence, Mental Health, Problem Solving, Program Descriptions, Role Models, Role Playing, Self Determination, *Skill Development, Social Behavior

A skills training approach provides a conceptual framework from which human services can be provided for the personal and emotional needs of Indian people without the subtle, culturally erosive effect of traditional psychotherapy. Some 30 tribal groups and agencies participated in a cultural adaptation of an assertive coping-skills training intervention program for a year. The general themes of coping, self-determination, and communication were reflected in the ultimate program goal, which was competence in a biculturally appropriate lifestyle. Program goals emerged from discussions among community members. Formal and informal modeling provided a variety of Indian coping models enacting appropriate assertive behavior in several Indian and non-Indian social, family, and business settings. Indian and non-Indian persons rated 24 pre-training and 24 post-training role play scenes by 6 participants to determine whether relevant and noticeable change had taken place. Results indicated that the cultural adaptation of social skills training appeared to be more effective for American Indians than traditional psychological approaches. (CM)

ED 210 152 SE 035 811
Ortiz-Franco, Luis
Suggestions for Increasing the Participation of Minorities in Scientific Research.
Pub Date—Apr 81
Note—17p.
Pub Type— Guides - Non-Classroom (055) — Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—American Indians, Career Development, *Career Guidance, *Ethnic Groups, *Intervention, Mathematics Anxiety, Mathematics Education, Mexican Americans, Minority Groups, Science Careers, *Science Education, Secondary Education, *Secondary School Mathematics, *Secondary School Science

Described is a mathematics-science intervention program for precollege minority students, specifically Chicanos and American Indians. The program is based on the experiences of intervention programs designed to increase the participation of non-minority underrepresented groups in mathematics related careers. It is proposed that in order to maximize the effectiveness of the intervention program activities aimed at impacting teachers, counselors, parents, students, and the school, curriculum should be undertaken on a sustained basis for a long period of time. The involvement of the local community and industry is a necessary ingredient for increasing the effectiveness of these efforts. Also recommended is the inclusion of a sound evaluation program in order to systematically identify the successful activities which can or cannot be duplicated in other geographical localities. (Author/PB)

ED 210 488 CE 030 756
Broker, Delbert G., Ed. And Others
The Vocational Counselor and the Indian Student.
North Dakota State Board for Vocational Education, Bismarck.
Pub Date—81
Note—16p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Acculturation, *American Indians,

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*Career Counseling, Career Education, Check Lists, Communication (Thought Transfer), *Counselor Role, *Cultural Background, Cultural Differences, Cultural Influences, *Cultural Traits, Feedback, Guidelines, Individual Characteristics, Individual Needs, Minority Groups, Models, Problem Solving, Rating Scales, Student Needs, *Values

Identifiers—Reality

This handbook contains information designed to help vocational counselors counsel American Indian students effectively. Examined first are aspects of tradition, culture, and values to be considered when counseling the Indian student. Following a description of traditional Indian views concerning the concepts of respect, generosity, courage, and wisdom is a values checklist provided for use by the counselor. The assimilation process is outlined. Presented next are a problem solving model and an outline for reality therapy. Factors in and elements of the counseling process are considered. Also set forth are steps for summarizing feedback. In a section on assessment the following topics are covered: difficulties encountered when attempting to evaluate Indian students, manifest needs associated with the Edwards Personality Preference Scales (EPPS) variables, and guidelines for using assessment devices. Also included are student rating scales. (MN)

ED 211 242 RC 013 018

French, Laurence, Ed. Hornbuckle, Jim, Ed.

The Cherokee Perspective: Written by Eastern Cherokees.

Appalachian Consortium, Inc., Boone, N.C.

Pub Date—81

Note—270p.; Paper copy not available due to publisher's preference.

Available from—Appalachian Consortium Press, 202 Appalachian St., Boone, NC 28607 ($5.56 + $.89 postage & handling).

Pub Type— Creative Works (030) — Books (010) — Historical Materials (060)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*American Indian Culture, *American Indian Education, American Indians, Art Products, Craft Workers, *Cultural Activities, Cultural Background, Cultural Influences, Dance, Folk Culture, Handicrafts, Interviews, Oral History, Poetry, *Profiles, *Quality of Life, Social Change, Social Problems

Identifiers—*American Indian History, *Cherokee (Tribe)

Cherokee students at the Qualla Boundary started a student organization in 1973 to improve educational prospects among Native Americans attending non-Indian colleges and universities. Because cultural conflict was perceived as playing a crucial role in the failure of Cherokee students in higher education, a major objective of the group was to research their own Cherokee culture. Students talked with traditional elders, corroborating all information. Special classes were set up to encourage additional student involvement. Many of the articles in this book are a direct consequence of that self-initiated search for traditional roots. Part One centers on historical and contemporary views of the Cherokee people, with emphasis on education, tradition and change, and contemporary social issues. Part Two features stories on Cherokee Heritage and Folklore by Carl Lambert (Cherokee historian): provides sections on Cherokee poetry, arts and crafts, and excerpts from the "Cherokee One Feather" (official Tribal newspaper); and concludes with profiles of the Cherokee researchers, many of whom now have their degrees and are teaching in the reservation schools or working in the areas of law, health, and social welfare. (BR)

ED 211 291 RC 013 097

LaDue, Robin A. And Others

Psychological Survival in American Indian Communities.

Pub Date—9 Apr 81

Note—21p.; Paper presented at the Annual Meeting of the Western Psychological Association (61st, Los Angeles, CA, April 9-12, 1981).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adjustment (to Environment), Alcoholism, *American Indian Culture, *American Indians, *Behavior Patterns, *Coping, Health Needs, Health Services, Mental Health, *Psychological Patterns, Psychotherapy, Self Determination, Suicide

To provide some directions for the design and implementation of innovative health programs, both on an individual and community level, this paper, using both empirical and anecdotal sources, explores some of the possible psychological mechanisms Indian people have used to endure overt and covert Federal policies and social attitudes of termination and assimilation. While much has been written on the destructive coping mechanisms of alcoholism, suicide, and violence, the positive aspects of Indian life (the use of medicine people as healers, the use of herbs as medicine, spiritual rituals, ceremonies, and participation in community events) and their values as survival skills have not been adequately evaluated and incorporated as treatment methods. The paper examines how the theoretical stance of problems, the client's belief system, and actual behavioral patterns can affect therapy and discusses specific therapeutic techniques (impact therapy and nondirective therapy based on Freud's and Maslow's theories) that may lead to a clearer understanding of underlying problems, the evolvement of a new Survival Pact, needs assessment programs, and development of educational programs that would address health and social needs on a broad level. (NEC)

ED 212 107 EC 141 510

Kamp, Susan H. Chinn, Philip C.

A Multiethnic Curriculum for Special Education Students.

Council for Exceptional Children, Reston, Va.

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, D.C. Ethnic Heritage Studies Program.

Report No.—ISBN-0-86586-125-0

Pub Date—82

Grant—G008005095

Note—56p.

Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($7.50, Publication No. 336).

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—American Indians, Asian Americans, Black Students, Cultural Influences, Curriculum Guides, *Disabilities, Elementary Secondary Education, *Ethnic Studies, Films, Filmstrips, Immigrants, Instructional Materials, *Learning Activities, Mexican Americans, *Minority Groups, *Multicultural Education, Puerto Ricans, Social Discrimination

The curriculum guide focuses on presenting ethnic heritage information to special education minority group students. Activities are listed in terms of background, objectives, materials, teaching time, and task guidelines for five units: identity, communication, life styles, immigration and migration, and prejudice and discrimination. Each unit also provides information on resource films and filmstrips. Activities are explained to adhere to the basic principles of multiethnic education, multicultural education, and ethnic studies. In developing the guide, the experiences and perspectives of five ethnic and cultural groups were drawn upon: American Indians, Asian Americans, Black/Afro Americans, Mexican Americans, and Puerto Ricans. A bibliography of approximately 200 books and periodicals concludes the document. (CL)

ED 212 172 FL 012 778

Castro, Raymond E.

The Influence of Educational Policy on Language Issues.

Creative Services, Forestville, Calif.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Jan 81

Note—42p.; Appendices not included because of poor reproducibility.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Alaska Natives, *American Indian Education, *Bilingual Education, *Educational Policy, International Relations, *International Studies, *Language Planning, Language Research, Language Variation, *Second Languages

Identifiers—Guam, Puerto Rico

This paper examines three policy areas – foreign language and international studies, bilingual education, and Indian education. The intention is to clarify and critically analyze the influence of educational policy on language issues. If both foreign language/international studies and bilingual education were incorporated into a larger language planning effort based on a realistic assessment of the future, both could be evaluated against one criterion – the ability of Americans to survive amidst rapidly changing world affairs. Recommendations include: (1) Congress and the Department of Education should identify those aspects of current educational policy relating to national language issues; (2) the Department of Education should incorporate bilingual education project aimed at preparing Americans for survival in international affairs; (3) a Congressional language planning body should be developed to promote a national language planning project; (4) the Department of Education should establish the mechanism to develop regional variations based on local needs and the distribution of specific linguistic communities; and (5) the body should recognize the contractual relationship existing between the federal government and Indian tribes, Alaskan natives, and the people of Puerto Rico and Guam, and provide assistance when appropriate. (JK)

ED 212 175 FL 012 782

Iris, Madelyn Anne

Verb Nominalization and Categorization in Navajo Children's Speech.

Pub Date—Oct 81

Note—15p.; Paper presented at the Annual Boston University Conference on Language Development (6th, Boston, MA, October 9-11, 1981).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indians, *Child Language, Children, Language Research, *Navajo, *Nouns, Psycholinguistics, Verbs

Verb nominalization in Navajo is a strategy by which children create category labels when the adult lexical item is not known; it allows for the creation of uniquely descriptive category labels. This study was based on a series of interviews with Navajo children aged four-and-a-half to approximately ten years, all native speakers of Navajo with limited fluency in English. The interviews were conducted in an open-ended fashion focusing on the domain of animals. The findings indicate that younger children use nominalized verbs as a means of creating category labels out of known lexical items but without any attempt to reproduce those found in adult speech. Instead, the children's categories are more descriptive in nature without reference to hierarchic or taxonomic categories. The implications of the research lead to a new perspective on the ways in which children think about the universe and integrate their knowledge into developing cognitive models. (Author)

ED 212 261 IR 009 967

Statewide Plan for the Development of Indian Library Services in the State of Wisconsin.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.

Report No.—WSDPI-Bull-2152

Pub Date—81

Note—24p.

Pub Type— Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indian Education, *American Indians, *Information Needs, Information Services, *Library Services, Long Range Planning, *Public Libraries, *Statewide Planning

Identifiers—Great Lakes Intertribal Council WI, *Wisconsin

This document outlines a plan which was formulated in 1975 and revised in 1981, for the development and provision of library services to those American Indians who reside in the state of Wisconsin. The origin and background of the plan are reviewed, as well as its goals with respect to cultural sensitivity, Indian participation, library staffing, collection development, interlibrary cooperation, information services about Indians, funding, public relations, and other areas. Eight areas of priority for state-level action, including the establishment of an Indian Library Services committee, the development of information/media services in reservation and non-reservation Indian communities, and the recruitment, certification, and training of Indian library personnel, are presented along with short- and long-range plans for the achievement of these priorities. Guidelines for the development of library services in Indian communities are outlined, and the actions required to implement the guidelines are described. A 1981 map of Wisconsin public library systems, demographic information on Indians in

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Wisconsin, unemployment figures on Wisconsin Indian communities, and public school educational data on Wisconsin Indians are appended. (JL)

ED 212 364 PS 012 625

Sinanoglu, Paula A., Ed. Maluccio, Anthony N., Ed.

Parents of Children in Placement: Perspectives and Programs.

Connecticut Univ., Storrs. School of Social Work.

Spons Agency—Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Report No.—ISBN-0-87868-181-7

Pub Date—81

Grant—90-C-1441

Note—475p.

Available from—Child Welfare League of America, Inc., 67 Irving Place, New York, NY 10003 (Hardcover, $15.95; paperback, $10.95. Add $1.50 shipping).

Pub Type— Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—Adoption, American Indians, Burnout, *Caseworker Approach, Child Welfare, Ecology, Emotional Experience, Ethnic Groups, *Foster Children, *Foster Family, Legal Problems, *Parent Child Relationship, *Parent Participation, Parent Role, Poverty, Program Descriptions, Role Models, Social Workers, Teaching Methods

Identifiers—*Natural Parents, Permanency Planning (Foster Care), Placement (Foster Care)

Addressed primarily to direct service personnel and others interested in direct work with parents, this book includes a collection of articles reflecting different perspectives on and approaches to parents involved with the foster care system. Following introductory chapters which examine the emerging focus of interest on parents of children in placement and the role of the caseworker in working with parents of such children, the book is divided into the following sections: perspectives of early child welfare professionals on the topic; discussions from an ecological perspective on the topic; discussions from a sociocultural perspective on the topic; examinations of pertinent legal issues; viewpoints on the importance of parents for children in placement; viewpoints on the impact of child placement on parents; perspectives on programs and methods of working with parents; and discussions of special aspects of child welfare, including worker burnout and parent-child visitation. Each section is prefaced by a brief discussion of the particular readings and their relevance, as well as suggestions for further reading. (Author/MP)

ED 212 414 RC 013 146

Oklahoma School Racial Survey (FY 1980-81).

Oklahoma State Dept. of Education, Oklahoma City.

Pub Date—81

Note—161p.

Pub Type— Numerical/Quantitative Data (110)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—American Indians, Asian Americans, Blacks, *County School Districts, Elementary Secondary Education, *Enrollment Rate, *Females, Hispanic Americans, *Males, Minority Groups, *Racial Composition, Racial Distribution, School Demography, *School Statistics, School Surveys, Whites

Identifiers—*Oklahoma

Results of the Oklahoma State Department of Education's School Racial Survey for Fiscal Year 1980-1981 were tabulated by school districts within each county, according to races represented, by male and female students, and by total numbers of each race represented. The 586,893 students on the survey included 52,513 Blacks, 63,664 American Indians, 10,056 Spanish Americans, 4,741 Orientals, and 455,919 Caucasian/Other. (CM)

ED 212 417 RC 013 149

Steward, Katy Jo

The Indian Child Welfare Act.

Indian Centers, Inc., Los Angeles, Calif.

Pub Date—Feb 81

Note—13p.; Revised.

Pub Type— Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adopted Children, *Adoption, American Indian Culture, *American Indians, *Child Advocacy, Child Welfare, Court Litigation, Federal Indian Relationship, Federal Legislation, Foster Family, *Foster Homes, *State Courts, Tribal Sovereignty, Tribes

Identifiers—*Indian Child Welfare Act 1978, Parent Rights, Tribal Courts, Tribal Jurisdiction

The Indian Child Welfare Act of 1978 (I.C.W.A.) is federal legislation which preempts state law whenever Indian children may be removed from their families. The I.C.W.A. permits Indian tribal courts to decide the future of Indian children, establishes minimum federal standards for removal of Indian children from their families, requires that children removed from their homes be placed with Indian families to protect the continued integrity of Indian culture, and controls all state foster care and adoptive proceedings. For the act to apply, children must be unmarried, under age 18, and members of an Indian tribe or eligible for membership. The act covers foster care, termination of parental rights, pre-adoption proceedings, and adoption proceedings. Two jurisdictional sections grant exclusive or concurrent jurisdiction depending on the domicile of the parent. If it is decided that the child will remain under the state court, the court must meet established minimum federal requirements. If it is determined the child will be placed in foster care or adopted, the child must be placed in a home according to a set order of preferences. For foster care, these are: (1) with the child's extended family; (2) in a foster home licensed/approved by an Indian tribe; (3) in an Indian foster home licensed by a non-Indian authority; (4) in an institution operated by the tribe or Indian organization. Order of preference for adoption is with: the extended family; a member of the child's tribe; other Indian families. (CM)

ED 213 043 CS 206 768

Matthews, Dorothy, Ed.

Multi-Ethnic Literature: Help for the English Teacher. Tips on Selecting and Teaching Works by: Jewish Americans, Chinese Americans, Native Americans, and Black Americans.

Illinois Association of Teachers of English, Urbana.

Pub Date—82

Note—58p.; The Illinois Association of Teachers of English is an affiliate of the National Council of Teachers of English.

Available from—Illinois Association of Teachers of English, University of Illinois, 608 S. Wright, Urbana, IL 61801 ($3.00).

Journal Cit—Illinois English Bulletin; v69 n3 Spr 1982

Pub Type— Guides - Classroom - Teacher (052) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—American Indian Literature, Black Literature, Chinese Culture, *Cultural Awareness, Higher Education, Jews, *Literature Appreciation, *Multicultural Education, Secondary Education, *Teacher Role, *Teaching Methods, *United States Literature

The seven articles in this journal issue provide suggestions for teaching multiethnic literature at the high school and college levels. The articles contain the following: (1) a discussion of pluralism and literature in the United States; (2) an analysis of Chinese and Chinese American literature; (3) a review of problems faced by teachers of native American literature and a description of a course in native American literature for secondary school students; (4) a description of a course in minority literature, with emphasis on the native American unit; (5) suggestions for teaching ethnic literature through themes, such as values and the family; (6) an explanation of how newspaper articles were used to show students how Richard Wright used facts in creating his fictional character Bigger Thomas; and (7) suggested guidelines for teachers of ethnic literature to use in selecting materials and in clarifying their values and those of their students. (FL)

ED 213 544 RC 013 201

Chu, Lily Culbertson, Jeanne

Rural Alaskan High School Boys' and Girls' Attitudes toward Education.

Pub Date—19 Mar 82

Note—16p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, March 19, 1982).

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Aspiration, *Alaska Natives, American Indians, Comparative Analysis, Cultural Influences, Educational Attainment, Educational Attitudes, Ethnic Groups, Expectation, Females, High Schools, *High School Students, Males, *Rural Youth, Sex Differences, *Socioeconomic Influences, *Student Attitudes, Student Educational Objectives, Student Motivation, Whites

Identifiers—Alaska

Questionnaires were administered to 73 sophomore and senior high school students in 3 isolated rural Alaska towns (Adak, Unalaska, and Dillingham) to study the effects of socio-economic factors on rural Alaskan youth's educational aspirations and expectations. Because of a military-supported economy, Adak was a typical middle class American suburb. Its high school program was primarily academic, between 50-60% of its graduates attended college, and the high school dropout rate was only 1-5%. Fishing and seafood processing were the major sources of income in Unalaska and Dillingham. About half of Unalaska's population were Alaskan Natives. The Unalaska-Dillingham dropout rate was high, and chances for education beyond high school were almost nonexistent. Study results indicated that emphasis on academic preparation and further educational opportunities provided higher educational expectations for Adak youth, whereas lack of incentives for additional schooling severely limited the Unalaska-Dillingham youths' expectations. Those who were not ethnic minorities responded like those from Adak with medium levels of aspiration and expectation, whereas Alaskan Natives responded like those from Dillingham-Unalaska with low levels of aspiration and expectation. Alaskan Natives showed a much lower educational expectation and aspiration than any other ethnic group ever reported. No sex differences were found. (CM)

ED 213 549 RC 013 210

Minugh, Carol

Continuing a College Education: A Guide for the American Indian Student.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Mar 82

Note—35p.; For related documents, see RC 013 211-212.

Available from—ERIC/CRESS, Box 3AP, NMSU, Las Cruces, NM 88003 (1-19 copies, $4.50 ea., $10.00/set of 3, 10% discount on 20 or more).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adjustment (to Environment), American Indian Education, *American Indians, *College Transfer Students, Higher Education, *Student College Relationship, *Student Needs, Student Placement, *Student Responsibility, Transfer Policy, Transfer Students

The first in a 3-part series developed to assist the American Indian student in transferring successfully from a 2-year community college to a 4-year college or university, this handbook consists of 4 sections which answer the following questions: How do I prepare to transfer to a 4-year college or university? What must I do after the college/university has officially accepted me? How do I choose my courses and instructors? What can I do to insure success? Section I identifies sources of information (college advisors, professionals in the chosen field of study, school directories, tribal education offices), factors affecting the choice of institution (success of other Indians at the school, acceptance of transfer credits, presence of Indian faculty and courses, distance from home), and steps necessary prior to transferring. Section II provides suggestions for budgeting, housing, transportation, food, clothing and household necessities, and additional income after the college/university has accepted the transfer student. Section III recommends working closely with an advisor to plan a course of study to meet all graduation requirements. Section IV outlines elements important to college success: study habits, use of libraries, planning social life, and taking care of mind and body. (NEC)

ED 213 550 RC 013 211

Minugh, Carol

Continuing a College Education: A Guide for the Family of the American Indian Student.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Mar 82

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Note—22p.; For related documents, see RC 013 210 and RC 013 212.
Available from—ERIC/CRESS, Box 3AP, NMSU, Las Cruces, NM 88003 (1-19 copies, $4.50 ea., $10.00/set of 3, 10% discount on 20 or more).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adjustment (to Environment), *American Indian Education, *American Indians, *College Transfer Students, Culture Conflict, *Family Involvement, Higher Education, Parent Attitudes, *Parent Participation, Parent Role, Parent School Relationship, *Parent Student Relationship

The second of a 3-part series to assist American Indian students to transfer successfully from 2-year community colleges to 4-year colleges or universities, this handbook is designed to help parents understand what their son or daughter is experiencing at college and to provide specific suggestions for parents and family to help the student be successful. Section I, understanding the college/university student, discusses homesickness, participation in school activities, demands on students' time and money, and conflicts over leaving family responsibilities. Section II, understanding college/university requirements, emphasizes the importance of complying with school deadlines (attending classes, writing papers, taking tests); maintaining grades; establishing healthful eating, exercise, and social habits; and becoming financially responsible. Section III suggests that parents can help students be successful by recognizing that the decision to attend college is honorable; having special family and/or tribal celebrations to show pride in the student's accomplishments; maintaining regular contact through letters, telephone calls, and visits; and encouraging and supporting the student's own decisions. Section IV explores dimensions of the future for successful students, including employment both in and outside the Indian community, the honor brought to the family through the successful graduate, and the challenge to provide an example to Indian youth. (NEC)

ED 213 551 RC 013 212
Minugh, Carol
Continuing a College Education: A Guide for Counseling the American Indian Student.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Mar 82
Note—25p.; For related documents, see RC 013 210-211.
Available from—ERIC/CRESS, Box 3AP, NMSU, Las Cruces, NM 88003 (1-19 copies, $4.50 ea., $10.00/set of 3, 10% discount on 20 or more).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adjustment (to Environment), American Indian Education, *American Indians, *College Transfer Students, *Counseling Services, Counselor Attitudes, Counselor Client Relationship, *Counselor Role, *Educational Counseling, Helping Relationship, Higher Education, Student Characteristics, *Student Needs

The last of a 3-part series, this handbook is designed to assist counselors in helping the American Indian student transfer successfully from a 2-year community college to a 4-year college or university. Section I characterizes the American Indian transfer student as being older than the average transfer student, likely to have a spouse and family, likely to be leaving a home community or reservation for the first time, and having conflicts about his relationship as an Indian in the majority culture. Section II describes assistance the counselor can provide in the areas of admissions, financial aid, budgeting, housing, and career counseling. Section III emphasizes the importance of the attitudes of the counselor toward the transfer student, the powerful influence for success the counselor can have on the student, and the need to be straightforward and honest in communicating with the student. Section IV suggests ways the counselor can help the student handle discrimination. Section V recommends that counselors of Indian students be involved with the school's Indian Club or other organizations for Indian students on campus. The handbook also contains an annotated list of 8 documents, all available in microfiche and/or paper copy through the ERIC system, which counselors may find useful. (NEC)

ED 213 559 RC 013 223
Anderson, Owanah P., Comp. Verble, Sedelia D., Comp.
Resource Guide of American Indian and Alaska Native Women, 1980.
National Women's Program Development, Inc., Wichita Falls, TX.
Spons Agency—Women's Educational Equity Act Program (ED), Washington, D.C.
Pub Date—81
Note—257p.; Paper copy not available due to publisher's preference.
Pub Type— Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Advocacy, *Alaska Natives, American Indian Education, *American Indians, Art, Authors, Consultants, Economic Development, Employment, *Females, Health Services, *Human Resources, Human Services, Information Sources, Legal Responsibility, Public Speaking, Tribal Sovereignty, Tribes

A resource listing of 678 prominent American Indian and Alaska Native women representing 159 tribes throughout the United States provides the following information: name, address, date and place of birth, tribal membership, field of interest, current occupation, Indian activities, women's advocacy, educational background and professional interest. The following are the majority of professional and advocacy skills the women possess: administration (federal, tribal and urban), cultural advocacy and arts (arts and humanities, traditional arts and crafts), economic development (program planning/management), education (adult/vocational, bilingual, curriculum development, early childhood, educational equity, higher education, Native American studies, teacher training, tribal education), employment (affirmative action/EEO, women's employment advocacy), health (administration, alcohol/drug abuse, Indian health advocacy), legal advocacy (legislative change/testify/lobby, treaty rights/legal advocacy/sovereignty, tribal council membership), media and communications, social and human services (child advocacy, domestic violence, Indian Child Welfare Act), skills for change (commission on status of women, conference/workshop speakers, published authors). Also included are indexes by tribe, state, and resource skills. (ERB)

ED 213 561 RC 013 226
May, Philip A.
Report on Outreach Efforts and Analysis of Approach: A Pilot Project on Fetal Alcohol Syndrome for American Indians.
All Indian Pueblo Council, Albuquerque, N. Mex.
Spons Agency—Indian Health Service (PHS/HSA), Rockville, MD.
Pub Date—16 Oct 81
Contract—HSA-240-81-0002
Note—21p.; For related documents, see RC 013 227-228.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Alcoholism, *American Indians, *Children, *Clinical Diagnosis, Community Health Services, Community Involvement, Delivery Systems, Handicap Identification, Medical Services, Mothers, *Outreach Programs, *Prevention, Skill Development, Staff Development, *Training, Tribes, Volunteer Training
Identifiers—*Fetal Alcohol Syndrome, United States (Southwest)

The Fetal Alcohol Syndrome Project of the Indian Health Service was designed to identify existing cases of Fetal Alcohol Syndrome among the American Indian tribes (Navajo, Apache, Ute and 19 Pueblo Tribes) in the Southwest, establish a referral system to identify these children for treatment, estimate the prevalence of the problem, and work towards prevention of future cases. The project began in January 1980 by training clinicians, outreach workers, and community persons to recognize Fetal Alcohol Syndrome and milder alcohol damage for accurate referral, and to counsel and advise clients for the prevention of Fetal Alcohol Syndrome. In March, 1980, the clinical aspect of the project began and was established in communities where Fetal Alcohol Syndrome children existed. From the inception of the project to October 15, 1981, a total of 208 training sessions were held, 9,556 people were trained, 20 clinics were held in 15 locations and an average of 9.8 children were seen per day. A breakdown of diagnoses indicated that 30.2% of 205 children seen in clinics were Fetal Alcohol Syndrome, 15.6% were a milder degree of damage (Fetal Alcohol Effect), 6.8% were "suspicious" of pre-natal alcohol damage, and 47.4% were normal or had another type of birth defect. (ERB)

ED 213 563 RC 013 228
Fetal Alcohol Syndrome Resource Guide.
All Indian Pueblo Council, Albuquerque, N. Mex.
Spons Agency—Indian Health Service (PHS/HSA), Rockville, MD.
Pub Date—May 81
Note—9p.; For related documents, see RC 013 226-227.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alcoholism, American Indians, Developmental Disabilities, Drug Use, Infants, *Information Sources, *Mothers, Nonprint Media, Parent Influence, Pregnancy, *Prenatal Influences, *Prevention, *Resource Materials
Identifiers—*Fetal Alcohol Syndrome

The guide was developed to assist professionals working with American Indian people as a resource in obtaining printed and non-printed materials on Fetal Alcohol Syndrome. The resource guide is divided into the following sections: films (4), books (5), bibliographies (2), pamphlets (16), posters (5), slides (2), training curriculum (3), and projects (5). Each of the sections briefly describes the materials, including cost and availability. Some of the topics presented are: "Alcohol! Crisis for the Unborn"; "Human Studies"; "Alcoholism Problems in Women and Children"; "Alcohol and Pregnancy"; "When You Drink, Your Unborn Baby Does, Too!"; "Drugs and Pregnancy"; and "Fetal Alcohol Syndrome Characteristics." Also included are four other sources for information and materials on Fetal Alcohol Syndrome. (ERB)

ED 213 565 RC 013 233
Griffin, William A., Jr.
How Instructors Demotivate the American Indian Community College Student. A Report of a Survey at Nebraska Indian Community College, Macy Campus, 1980-1981.
Pub Date—Mar 82
Note—8p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—American Indian Education, *American Indians, *College Students, *Community Colleges, Student Attitudes, Student Evaluation of Teacher Performance, *Student Motivation, *Student Teacher Relationship, Teacher Behavior, *Teacher Influence, Tribes, Two Year Colleges
Identifiers—*Demotivation, Frustration, Nebraska Indian Community College Macy

During the fall of 1980, 83 students at Nebraska Indian Community College (Macy Campus) completed a survey to identify the key behaviors of community college instructors that demotivate American Indian community college students. Students were given a questionnaire, developed by Dr. James O. Hammons (University of Arkansas), listing 32 items that Dr. Hammons had collected from students over the past 10 years; three blank spaces were provided for listing demotivators not already included. Students were instructed to include their elementary, secondary, and college instructional experiences. The top 10 items tabulated and recorded were: talking down to or ridiculing students; showing disinterest in students and their views and problems; asking for questions but never answering them; failing to return assignments or returning tests and other material weeks after the material was turned in; using concepts and classification categories which students had never heard of; playing favorites; grading unfairly; coming to class late or unprepared; and using the lecture method exclusively. As a result of the survey, a slide-tape program for use with new faculty was written and produced at the college during the spring and summer terms. (NQA)

ED 214 191 CS 206 802
Sharpes, Donald K.
Improving Oral Language Skills for American Indian Secondary School Students.
Pub Date—Feb 82
Note—23p.

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Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indian Education, *American Indians, English (Second Language), English Instruction, *Interference (Language), *Language Skills, *Oral Language, Program Evaluation, Reading Ability, Secondary Education, Testing, Test Interpretation
Identifiers—Limited English Speaking

Endeavoring to combat the persistent problems of low achievement, poor reading skills, and na[illegible]ging absenteeism, the Intermountain Inter-Tribal High School, an American Indian boarding school in Utah, developed a project whose primary mission was to reduce substantially the number of students scoring below the acceptable norm in grade equivalency on oral language skills. The preliminary phase of the project, conducted during the 1981-82 school year, collected the following data on student learning needs: test scores from the Oral Language Test of the Southwest Cooperative Educational Laboratory, test scores from the California Achievement Test, and student perception scores of their own native language speaking and understanding ability and of their English speaking and understanding ability. Analyses of scores produced the following preliminary findings: (1) most students admitted to the oral language project really were deficient in language skills (many of those in the ninth grade tested at sixth grade reading levels); (2) there was a positive correlation between student reading level, overall language ability, and oral language proficiency; and (3) most students were moderately proficient in their native language, with some indications of language interference problems due to the learning of English. (RL)

ED 214 611 JC 820 156
Wicks, David H. Price, Floyd H.
The American Indian Controlled Community College Movement.
Pub Date—[81]
Note—8p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—American Indian Culture, *American Indian Education, American Indians, *College Role, *Community Colleges, Educational Change, Educational Philosophy, Educational Trends, Minority Groups, Minority Group Teachers, Organizational Objectives, School Community Relationship, Tribal Sovereignty, Two Year Colleges

American Indian controlled community colleges emerged on the educational scene in the late 1960's and early 1970's. The first such college was created in 1968 and since this time ten additional colleges have been established with governing boards whose total membership is American Indian. The philosophy of the colleges emphasizes the interweaving of tribally distinctive cultural elements into the post-secondary process and a pragmatic approach to higher education which focuses on providing and improving individual competencies and skills which are relevant to the individual and to the community. Their purposes are to address tribal needs and concerns; to perpetuate tribal heritage, history, and culture; to prepare students for transfer to four-year colleges; and to provide occupational, adult, and continuing education. The colleges have several common features including the following: (1) official tribal charters form the basis for their establishment; (2) due to accreditation and other requirements the majority are not, in fact, controlled by American Indians; (3) the majority were established without prior needs assessment or long-range planning; (4) teaching and administrative personnel are overwhelmingly American Indian; (5) the students tend to be older, and part-time enrollment exceeds full-time; (6) problems exist in relation to adequacy of facilities, student services, and transportation; and (7) an open-door admissions policy is adopted, and a non-traditional approach to education is employed. (HB)

ED 214 695 RC 013 225
Blank, Ruth
What Shall Our Children Read? A Selected Bibliography of American Indian Literature for Young People.
Pub Date—9 Feb 81
Note—28p.; Paper copy not available due to author's preference. For a related document, see ED 147 056.
Available from—Ruth Blank, 1200 Dale Ave., #98, Mountain View, CA 94040 ($6.00 + $1.00 postage).
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Alaska Natives, American Indian Culture, *American Indian Education, *American Indian Literature, *American Indians, Biographies, *Childrens Literature, *Cultural Background, Elementary Secondary Education, Legends, Lifestyle, Poetry, Prose, *Reading Materials, *Reference Materials, Tribes
Identifiers—*American Indian History

The 178 titles in the annotated bibliography represent a variety of American Indian and Alaska Native topics and literature from 1953 to 1980 (primarily the 1970's). Serving as a guide for teachers and Native American parents, the bibliography alphabetically lists published material non-stereotypic of American Indians and suitable for teaching progressive reading skills. An asterisk identifies books written by American Indians. Each annotation includes the book's reading level. Examples of the contents include: myths and legends ("White Shell House," "Stories of Our Ancestors: A Collection of Northern Ute Indian Tales," "Spider in the Sky"); historical accounts ("Indian Annie: Kiowa Captive," "Let Me Be a Free Man"); culture and lifestyle ("The Hunters," "American Indian Utensils," "Indians of the Woodland: Before and After the Pilgrims"); prose and poetry ("The Way: An Anthology of American Indian Literature," "Ascending Red Cedar Moon," "Longhouse Winter"); biographies ("Chief Sarah: Sarah Winnemucca's Fight for Indian Rights," "Famous Indians," "Joseph, Chief of the Nez Perce"); and references ("American Indian Habitats: How to Make Dwellings and Shelters with Natural Materials," "The World of the American Indian," "Sports and Games the Indians Gave Us," "American Indian Clothes and How to Make Them"). Three periodicals developed especially for use by children and teachers in the classroom are also listed. (ERB)

ED 214 708 RC 013 243
Moore, Charles G.
The Navajo Culture and the Learning of Mathematics. Final Report.
National Inst. of Education (ED), Washington, D.C.
Pub Date—Feb 82
Grant—NIE-G-80-0100
Note—27p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*American Indian Education, American Indians, *Cognitive Style, Conservation (Concept), Cultural Awareness, *Cultural Background, Cultural Differences, Division, Elementary Secondary Education, Folk Culture, Higher Education, *Hypothesis Testing, *Interference (Language), *Mathematical Concepts, Mathematical Models, Mathematics Achievement, Memorization, Multiplication, Navajo, Teaching Methods
Identifiers—Imaging, *Navajo (Nation), Syllogistic Reasoning

Efforts have been underway since 1973 to determine if there are elements of Navajo culture that potentially impact upon a Navajo student's attainment of mathematics concepts. Extensive reading and discussion with Navajo students and educational leaders on the Navajo reservation show that basic concepts and objectives of Navajo philosophy (a quest for unity, harmony, order, and beauty) appear to be entirely consistent with views of the greatest contributors to the development of mathematics. However, there are no words for "multiply" and "divide" in Navajo, and no agreed upon word for "if," and difficulties arise when Navajo students handle situations calling for use of those functions or syllogistic reasoning. While Anglo folklore has many references to numbers (e.g., the three little pigs), Navajo folklore is more personal. Sentence word order (nouns in particular), the role of imaging in problem solving, clan characteristics, and cultural views of geometry pose additional hazards. Navajo culture has traditionally been transmitted orally, and it is possible that the students' facility for memorization has not been fully appreciated. The teacher should have visual classroom models of certain basic mathematical entities, and should make every effort to close the gap between the hypothesis form of teaching and the real world of the Navajo. (BRR)

ED 214 712 RC 013 250
Senese, Guy Blaise
The Little White School House: The Impact of Progressive Reform on the Social and Educational Policy of the United States Indian Service and Bureau of Indian Affairs, 1895-1940.
Pub Date—May 81
Note—91p.; Master's Thesis, University of Illinois at Urbana-Champaign.
Pub Type— Dissertations/Theses - Masters Theses (042) — Historical Materials (060)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Acculturation, *American Indian Education, Boarding Schools, Culture Conflict, Educational Change, Educational Discrimination, *Educational History, Educational Legislation, *Educational Policy, *Federal Indian Relationship, Government Role, Land Acquisition, Progressive Education, Religious Factors
Identifiers—American Indian History, Bureau of Indian Affairs Schools, Collier (John), *Dawes Allotment Act 1887, *Indian Reorganization Act 1934, Merriam Report

Christian (1880-1900) and Progressive (1920-1940) reforms affected the U.S. government's attempt to acculturate and educate American Indians. Religious groups supported the Dawes Allotment Act (1887), which allotted parcels of land, previously tribally held, to individual Indians. This led to de-tribalization, loss of cultural identity, and loss of Indian land. Commissioner Morgan established the first uniform course of study and began the gradual shift from sectarian, mission schools to government-managed schools. Day schools were adopted in policy because of economic advantage over boarding schools. Progressive reform attempted to reverse policies that encouraged Indian de-tribalization and cultural dissociation. The Indian Reorganization Act (IRA) (1934) repealed allotment of lands; encouraged Indian arts, culture, and community; and encouraged replacement of boarding schools with day schools. This period saw defeat of the Bursum Bill, which proposed giving legal Pueblo land ownership to white squatters; a boost in educational appropriations effected by the Merriam Report; John Collier's attempt to create an educational program that helped strengthen tribal political and cultural solidarity; and Indian bilingual education, which grew equally from Merriam Report recommendations, IRA educational provisions, and efforts of educationists who attempted to implement the approaches of social science and progressive education. (NQA)

ED 214 713 RC 013 251
Julien, Paul Daniel Ostertag, Bruce Andrew
Behavioral Characteristics of Gifted Navajo Students as Correlated with Intellectual Ability and Creativity.
Pub Date—27 Jan 82
Note—16p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academically Gifted, *American Indian Education, American Indians, *Behavior, Comparative Analysis, Creativity, Elementary Education, Memory, *Reservation American Indians, Sex Differences, *Talent Identification, *Test Interpretation, Test Results
Identifiers—Leupp Boarding School AZ, *Navajo (Nation)

The Structure of Intellect Learning Abilities (SOI-LA) Test was administered to 244 Navajo students (second through eighth grades) at Leupp Boarding School in northern Arizona to determine behavioral characteristics in regard to intellectual and creative ability. Comparison of SOI-LA test scores of Leupp students with norm scores revealed 54 of the 244 students scored in the gifted range in 3 or more subtests (memory scores were highest consistently for all 24 subtests). Teachers completed the Scale for Rating Behavioral Characteristics of Superior Students (SRBCSS) for 100 of 244 students in order to correlate behavioral characteristics to creative thinking and intellectual abilities. Comparison of SOI-LA and SRBCSS results revealed low positive to negative correlation with behavioral characteristics and a greater number of significant correlations for any intellectual ability with all behaviors. Grade level made a difference in intellectual and creative ability (second grade had twice the number of significant correlations than other grades). Sex also showed a difference in number and type of correlations (girls had 79% more correlations between intellectual or creative abilities and

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behavioral characteristics than boys). One of four recommendations made is for development of a comprehensive training program for teachers to identify gifted Navajos. (ERB)

ED 214 723 RC 013 268
Cunningham, Patricia And Others
Native Americans in Oklahoma, K-6.
Oklahoma State Dept. of Education, Oklahoma City.
Pub Date—81
Note—142p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*American Indian Culture, American Indians, *American Indian Studies, Art Activities, Clothing, *Cultural Awareness, Elementary Education, *Enrichment Activities, Extended Family, Food, Information Sources, Learning Activities, Lifestyle, Minority Group Influences, Music, Reading Materials, Stereotypes, Symbolic Language, Tribes, *Units of Study
Identifiers—*American Indian History, *Oklahoma
The study unit on American Indians in Oklahoma for grades K-6 provides suggested multi-curriculum activities and resources for educators to use as an introduction for all students, Indian and non-Indian. Goals of the multi-curriculum based study unit include: (1) developing an awareness of the origin of Native American culture; (2) making the students aware of materials Indians used from their environment to provide basic needs, such as food, clothing, and shelter; (3) introducing history and techniques of Native American arts and crafts; (4) recognizing that Native American myths and legends share common themes with other cultures; (5) developing an awareness of Native American music and dance; (6) learning about history and culture of Native Americans; and (7) introducing contributions of Native Americans to the society of the state and nation. Representative of both Plains and Woodland cultures, 10 select tribes are studied. In addition to student activities and games, a resource section includes a list of annual Oklahoma tribal events; addresses of Indian museums and sources of information on American Indians and education; and an unannotated bibliography of reading materials, multimedia collections and Native American bibliographies. An evaluation form is also enclosed for teachers to evaluate the study unit. (ERB)

ED 214 733 RC 013 278
The Indian Family–Foundation for the Future. Report of the National Indian Child Conference (3rd, Albuquerque, New Mexico, May 17-21, 1981).
Center for Informative Evaluation, Tucson, AZ.
Spons Agency—Indian Health Service (PHS/HSA), Rockville, MD.; Save the Children, Albuquerque, N. Mex.
Pub Date—81
Note—76p.; For a related document, see ED 192 949.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adolescents, *American Indian Education, Children, *Child Welfare, Communication Disorders, Elementary Secondary Education, Federal Indian Relationship, Health Programs, Higher Education, *Human Resources, *Mental Health Programs, *Special Programs, Tribes, *Youth Problems
Identifiers—*National Indian Child Conference 3rd, New Mexico (Albuquerque)
To facilitate awareness in Indian child services by identifying perennial needs and pointing out developing responses at as many levels as possible the conference was divided into five major sections. Each workshop summary includes names of presenters, purpose of workshop, major points made during workshop, and available materials and human resources. Workshops on Mental Health include: "Cultural Conflict and American Indians in the Delivery of Mental Health Services," "Traditional Healing Ceremonies as Family Therapy Among the Navajo," and "Issues Around Suicide and Other Self-Destructive Behavior." Examples of Education workshops are "Funding Procedures in Public Law 81-872," "Federal Impact Aid and Johnson O'Malley Program," "Role of Indian Community Colleges as Opposed to Regular Four-Year Institutions," and "Using Child's Environment, Language and Culture in an Elementary School Curriculum." Noted workshops on Health and the Handicapped are entitled, "Meeting the Needs of Abused and Neglected Indian Children," "Assessing Speech-Language Problems . . Young Indian Children," and "Intercultural Comparison of Memory Processes and Strategy Between Navajo, Caucasian, and Learning Disabled Children." Youth workshops address topics on tribal awareness, family communications, apathy in schools, impact of natural resource development, and teenage sexuality. An evaluation overview and results, nine resolutions, and a list of conference attendees by tribal affiliation concludes the report. (ERB)

ED 214 734 RC 013 282
Bolaz, Sigmund A.
The GLAD Project: Energizing Language.
Pub Date—[81]
Note—10p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indian Education, Demonstration Programs, *Language Arts, *Language Experience Approach, Primary Education, *Program Descriptions, *Writing (Composition)
Identifiers—*Ganado Public School District AZ, *GLAD Project
Recognizing the utility and limitations of traditional curriculum and of present language programming for its mostly Navajo population, the Ganado Public School District developed the GLAD (Ganado Language Arts Development) project, which aims to: develop literacy in kindergarten through third grade students; expand and enrich the pedagogical competencies of staff members; and develop communication with parents. The child and his values and experiences are central to the project's methodology, which emphasizes prewriting activities that stimulate motivation for writing, collection of impressions, and production of rough drafts. Teachers provide a supportive learning environment and situations which promote positive self concepts and encourage the children to be active participants in their education and to freely express themselves and their values. The school supports teachers in their efforts through writing seminars held twice a month and the classroom support network which emphasizes hands-on demonstrations in the classroom and intra-classroom visitations by teachers and administrators. Parents are kept informed of their child's involvement in the writing process through work taken home and class publications. Major writing projects developed within the various classrooms are formally published and redirected into the classroom as supplemental reading materials and into the young authors' homes. (NQA)

ED 214 735 RC 013 285
Anson, Cynthia
Papago Food Production and Nutrition Education Project.
Meals for Millions/Freedom from Hunger Foundation, Tucson, AZ.
Pub Date—Aug 81
Note—12p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indian Education, Community Education, Community Resources, *Health Education, *Nonformal Education, *Nutrition Instruction, Outreach Programs, Paraprofessional Personnel, *Reservation American Indians
Identifiers—Arizona, *Food Production, *Papago (Tribe)
The Project was begun in 1979 by the Meals for Millions/Freedom from Hunger Foundation to help bring about changes leading to improvements in the food and nutrition conditions, and overall health, of Papago people living on the reservation. Goals of the Project were to initiate a comprehensive and integrated approach to food and nutrition problems (i.e., agricultural production, food distribution, and diet) and to support and reinforce independence of Papago people by identifying and using locally available and external resources to benefit themselves. In its third year, the Project achieved these goals by using a broad educational approach based on the principles of relevancy, participation, cultural adaptation, and non-formal techniques. Three examples were the Village Nutrition Education workshops, attended by 1,000 participants, discussing topics on balanced diet, breastfeeding, and diabetes; the Village Food Production which encouraged small scale food production and assisted 500 Papago families with seed, fertilizer and other material assistance; and Training for Tribal Paraprofessionals which increased technical skills of Tribal fieldworkers and raised their consciousness of food and nutrition problems and ways to alleviate them. In the future, the Project would like to undertake a comprehensive assessment of food and nutrition conditions on the Papago Reservation. (ERB)

ED 214 736 RC 013 286
Stutzman, Esther
The American Indian Social Studies Curriculum Activity Guide, K-6.
Coos Bay School District, Oreg.
Spons Agency—Office of Indian Education (ED), Washington, D.C.
Pub Date—81
Note—240p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Alaska Natives, *American Indian Culture, *American Indian Education, American Indian Languages, Area Studies, Cherokee, Class Activities, *Content Analysis, Cultural Background, Cultural Education, Curriculum Guides, Elementary Education, Enrichment Activities, Eskimos, Food, Housing, Kindergarten, Ojibwa, *Social Studies, *Textbook Content, *Units of Study
Identifiers—Algonquin (Tribe), *American Indian History, Apache (Tribe), Chinook Jargon, Dakota (Tribe), Iroquois (Tribe), Navajo (Nation), Ojibwa (Tribe), Pueblo (People), Seminole (Tribe), Zuni (Pueblo)
A supplement to social studies texts, this guide includes eight activity units and reviews of 1-6 grade social studies textbooks published by American Book Social Studies, McGraw-Hill, Silver Burdett, Ginn, Macmillan Social Studies, Laidlaw Brothers, and Follett. The reviews, listed by publisher and book title, discuss Indian-subject content, content quality, and possible supplemental material. Units cover six major Indian culture areas (Northeast, Southeast, Plains, Southwest, Pacific Northwest, and Alaska), food resources, and general classroom activities. Each unit contains overview information concerning the particular culture area; a culture area map with major tribal groups; an activity number and title; suggested grade level and instructional goals; number of students; time involved; vocabulary; a cross-reference to the text activity guide; skills and materials used in the activity; description of the method used to conduct the activity; an illustration or pattern, if necessary; a special word-sound box for kindergarten; suggested discussion questions for all grades; and background information for teachers. Activity topics include Iroquois longhouse; Algonquian feather cape; Seminole clothing; Creek village; counting in Ojibwa, Dakota, Zuni, Chinook, and Cherokee; Eskimo igloo; Navajo hogan; honor feathers; fry bread; and cradleboards. A list of 70 Indian Education films includes discussion ideas. A map of all the major culture areas and an evaluation form conclude this guide. (NQA)

ED 214 737 RC 013 287
Jeanotte, Leigh D.
A Study of the Contributing Factors Relating to Why American Indian Students Drop Out of Or Graduate from Educational Programs at the University of North Dakota.
Pub Date—19 Mar 82
Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*American Indian Education, *College Students, *Dropout Characteristics, Dropout Research, Family Influence, *Graduate Surveys, Higher Education, *School Holding Power, *Student Characteristics
Identifiers—*University of North Dakota
Undergraduate American Indians who enrolled at the University of North Dakota for academic years 1970-1979 were surveyed to determine factors contributing to attrition and retention. The final sample included 116 students, 71 dropouts and 45 graduates. A questionnaire and two information forms were designed to obtain information on biographical, pre-college and college factors of those who dropped out and those who graduated. Conclusions were based on statistical treatment of data gathered. Biographical conclusions included: sex of student does not influence completion of college degree; older students tend to persist and graduate; dropouts tend to be single; graduates have more dependents; and American Indian blood quantum bears

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no indication of influence. Determining pre-college factors were high school grade point average and ACT test scores. College factors revealed the Center for Teaching and Learning had more Indian graduates; campus support services were used more by graduates; and social activities hindered dropouts. Effective factors of graduates were higher college grade point averages, more semester hours completed, clearer career goals, and American Indian heritage viewed as an advantage. Recommendations requested a continuation of this study with a control group, expanding the study to include all 11 BIA Area offices, and 6 recommendations for the university. (ERB)

ED 215 652 HE 015 043
Scollon, Ron
Gatekeeping: Access or Retention?
Pub Date—Dec 81
Grant—NIE-G-8-0-0185
Note—21p.; Paper presented at the Annual Meeting of the American Anthropology Association (Los Angeles, CA, December 1981).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Persistence, *Access to Education, *Alaska Natives, College Attendance, *College Environment, College Role, Higher Education, Organizational Theories, Postsecondary Education, School Organization, Student Attitudes, *Student College Relationship, Student Teacher Relationship, Teacher Attitudes
Identifiers—*Gatekeeper Role, *University of Alaska Fairbanks
Educational practice and barriers to full participation of Alaska Natives in postsecondary education were examined in an ethnographic study begun in October 1980 by the University of Alaska. Focus was on the institutional placement, organization, and functioning of gatekeeping encounters within the university, primarily the central Fairbanks campus. This report aims partially to encourage members of the university community-faculty and students-to think through the problem of institutional barriers. The participation rate of Alaska Natives in postsecondary education was originally seen as a problem of gaining entrance and movement through the university. However, viewing the problem as one of gaining access to the resources of the university was too simple to be productive, and the notion of retention implied another contrasting model that was also too simple a model of the relationship between a university and its client population. In addition the "gates" of the institution must be understood as consisting of networks of institutional practices and values. The degree to which the University of Alaska was perceived as a total institution was another issue. There appeared to be a fairly high level of discrepancy between embedded institutional structures and stated attitudes along with fairly large differences between faculty and student perceptions of the functions and structure of the university. These differences make it difficult to unambiguously point to a particular situation as the root of the retention problem. An example of different perceptions of the nature of the institution is the complaint voiced by students that faculty members are paternalistic; many students perceived faculty "help" as a pressure and some cited it as a reason for dropping out. (SW)

ED 215 888 SE 037 082
Hakes, Judith A.
Computer Storytelling Mathematics for Pueblo Indian Upper Elementary Level Students. Final Report.
All Indian Pueblo Council, Albuquerque, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.
Pub Date—Sep 81
Grant—SED-80-12482
Note—23p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indian Education, Computer Assisted Instruction, Computer Programs, *Elementary School Mathematics, *Elementary School Science, *Energy, *Grade 5, Instructional Materials, Intermediate Grades, Mathematics Instruction, Microcomputers, Pilot Projects, *Problem Solving, Science Instruction
Identifiers—Computer Uses in Education, *Mathematics Education Research, Pueblo (People)
Details are provided of a project designed to develop an alternative, computer-based learning unit in mathematics and science for upper-elementary level Pueblo Indian students. A four- to six-week unit entitled "Pueblo Uses of Energy," which fused mathematical problem solving with science content related to the daily lives of Pueblo students, was produced. Fifth-grade students who participated in the field development attended Sky City Community School, a federal day school under the auspices of the Bureau of Indian Affairs. A microcomputer was used as the major mode of instruction to present material designed to introduce content and skills in a storytelling format, which capitalizes on one learning style of pueblo cupueblo culture. Sections in this document report on: (1) Background Information; (2) Objectives and Activities; (3) Time PERT Chart; (4) Description of the Unit; (5) Field Development Phase; (6) Results of the Field Development Phase; (7) Revision/Expansion Phase; and (8) Dissemination Activities. (MP)

ED 216 004 SP 020 184
Mahan, James M.
Community Involvement Components in Culturally-Oriented Teacher Preparation.
Pub Date—Feb 82
Note—13p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Phoenix, AZ, February, 1982).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—American Indian Reservations, *Community Characteristics, *Cultural Awareness, *Culture Contact, Educational Sociology, Ethnic Groups, *Field Experience Programs, Higher Education, Hispanic Americans, *Intercultural Programs, *Multicultural Education, Preservice Teacher Education, School Community Relationship, Student Teachers, Urban Education
At Indiana University, preservice teachers participate in required community-based multicultural programs that allow them to become directly involved with community characteristics, values, needs, and achievements. It is hoped that this experience will help them to adapt curriculum and instructional techniques to fit community realities and aspirations. Three projects, located in American Indian reservations, Hispanic communities, and urban areas, provide preservice teachers with a variety of community activities. Each participant completes a prerequisite course focusing on the target cultural group before reporting for a 16- to 17-week assignment in the chosen community. Each project has its unique structure, but all preservice teachers must average at least 15 hours per week of nonschool teaching in the local community in addition to fulfilling student teaching requirements. Evaluation data collected over the nine years of the project's existence have indicated that structured, semester-long field experiences in cultural communities produce a significant, positive response from preservice teachers. Community members also express positive reactions to the program. Participants report that the field experience had direct application to their teaching practice and that it provided long term rewards. (FG)

ED 216 234 CE 032 693
Cotera, Martha P., Comp. Cunningham, Nella, Ed.
Multicultural Women's Sourcebook. Materials Guide for Use in Women's Studies and Bilingual/Multicultural Programs.
Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date—82
Note—167p.
Available from—WEEA Publishing Center, Educational Development Center, 55 Chapel St., Newton, MA 02160 ($7.75).
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—American Indians, Annotated Bibliographies, Arabs, Asian Americans, Bilingual Education, Blacks, Cubans, *Cultural Differences, Cultural Influences, *Cultural Pluralism, Curriculum Development, Elementary Secondary Education, *Ethnic Groups, *Females, Hispanic Americans, Instructional Materials, Jews, Mexican Americans, *Multicultural Education, North Americans, Puerto Ricans, Whites, Womens Education, *Womens Studies
Identifiers—Africans, Asians, Europeans, Iranians, *United States
This sourcebook for persons involved with bilingual education, multicultural education, and womens' studies programs contains over 2000 entries for materials on women of various cultures in the United States. Materials are organized as much as possible by specific racial or ethnic groups. The many publications that present information on more than one population group are included in the first major category, the section on Multicultural/Multiethnic Materials. Specific ethnic group categories are Asians and Asian Americans; Blacks (Afro-American and African); Hispanic Women-General References; Hispanic Women-Cuban; Hispanic Women-Mexican-American; Hispanic Women-Puerto Rican; Middle Eastern Women; Jewish Women; Native American Women; White Ethnic Women; and Specific European and European-Heritage Groups. Within each category materials may be organized into some or all of these types of materials: reference, background readings, curriculum development sources, student materials (elementary-junior high), and student materials (high school). Information provided for each entry may include author, title, place of publication and publisher, date of publication, number of pages, type of material, prices, and contents description with biographical comments and grade levels. A comprehensive listing is provided of sources used to compile the sourcebook, and a publishers' directory is appended. (YLB)

ED 216 481 EC 142 433
Wilson, M. Lee
Rural Alaska WISC-R Norms.
Pub Date—[81]
Note—8p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Agency Cooperation, *Alaska Natives, *Cultural Differences, *Local Norms, *Rural Youth, *Standardized Tests, *Test Bias, Test Norms, *Test Use
Identifiers—*Wechsler Intelligence Scale for Children (Revised)
Problems of using standardized tests with multicultural/multilingual Alaskan native students include cultural bias and examiner bias. The Wechsler Intelligence Scale for Children-Revised (WISC-R) was administered to 320 Alaskan native children in an attempt to establish local norms for the WISC-R. Results showed that bicultural/bilingual children in rural Alaska seemed to perform within the normal range for the norming sample on performance items requiring receptive knowledge of English. Verbal scores, however, showed a wide discrepancy with rural native Ss scoring significantly lower than the norming sample. The full scale IQ was also lower for the native Ss. (CL)

ED 216 801 RC 013 221
Native American Programs and Research: A Survey Report Conducted by Arizona State University.
Arizona State Univ., Tempe. Center for Indian Education.
Pub Date—May 81
Note—49p.; Sponsored by the Ad Hoc Committee on Native American Programs.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*American Indian Education, *American Indian Studies, College Curriculum, *College Programs, Community Services, *Courses, *Enrollment, Higher Education, Postsecondary Education, *Research Projects, State Universities, Surveys
Identifiers—*Arizona State University
A university-wide survey was conducted in February and March 1980 to learn the scope of research and of other academic and service activities devoted to the American Indian at Arizona State University (ASU). All of the University's major academic units responded. Only two of the major colleges (College of Architecture and College of Business Administration) had no Native American-related activities. Responses (most of which have been updated) are arranged alphabetically by college, library, or other academic and service units. Information for each college is listed by departments, courses, research, and community services. The ASU Ad Hoc Committee on Native American Programs' purpose, members, and goals are included, as well as ASU's American Indian enrollment statistics, and ASU's Native American student services, organizations, and activities. (AH)

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ED 216 811 RC 013 359
Immerman, Michael A.
The Relationship Between Attendance and Performance in a Remedial Mathematics Program with American Indian Adults.
Pub Date—May 82
Note—5p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Students, *American Indian Education, *Attendance, *Mathematics Achievement, *Performance Factors, Post-secondary Education, Predictor Variables, Tribes
Investigating the relationship between students' daily attendance and mathematics classroom performance, the study was conducted using 23 American Indian adult students enrolled in Remedial Mathematics 100 at the Southwestern Indian Polytechnic Institute from September 1981 through November 1981. Classroom attendance was recorded on a daily basis for 11 weeks with 50 being the maximum number of daily classes. The mathematics performance was based on a series of seven criterion referenced tests, reviewed and revised to comply with specific course requirements and used in conjunction with the "Contempo Lab - Math Skills Program." Results of the study showed a statistically significant correlation (P<.05) between the variables of attendance and performance. Regression equations for predictive purposes appeared most appropriate, therefore by using attendance as the predictor variable and performance as the criterion variable instructors could predict an individual student's performance based upon attendance. Replication studies are recommended to determine if correlation is consistent within other ethnological samples. (ERB)

ED 216 812 RC 013 363
Gover, Maggie
We, the People(s)...in Order...to Promote the General Welfare...to Ourselves and Our Posterity...A Self-Evaluation Process for Indian Tribal Governments.
Americans for Indian Opportunity, Inc., Albuquerque, N. Mex.
Spons Agency—Economic Development Administration (DOC), Washington, D.C.; Mott (C.S.) Foundation, Flint, Mich.
Pub Date—81
Note—40p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*American Indian Reservations, American Indians, Data Collection, *Decision Making, Economic Factors, *Federal Indian Relationship, Governance, Government Role, Organizational Effectiveness, Problem Solving, *Self Determination, *Self Evaluation (Groups), Tribes
Identifiers—*Tribal Government, *Tribal Management
Describing a process by which tribal governments can, if they wish, use their past to evaluate their present and plan for the future, the document briefly discusses the historical relationship of the United States and American Indian nations; how Indians coped with the new system; the increasing pressures experienced by tribal governments, which have created an economic dichotomy on the reservation; and the organizational structure of tribal governments, as a result of administering their own programs. An overview of the work conducted by the Americans for Indian Opportunity (AIO) to aid three tribes with their self-evaluation provides information on the decision to self-evaluate, data collection, and training and technical assistance required by three different tribes. A dialogue between AIO staff, Tribal Council, and the planning office provides a combination of questions, answers, attitudes, and misconceptions that were picked up in the process of trying to understand how planning is handled on a reservation. Common problems of government units and recommendations for solving the problem are discussed: lack of long range planning and continuity; the boom town syndrome; the danger of administering their own federal social programs; and lack of perspective and of a political power base. (NQA)

ED 217 100 UD 022 253
Bryant, Brenda L.
Shaping Teacher Expectations for Minority Girls. A Teacher Training Module.
Creative Learning, Inc., Washington, DC.
Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date—Dec 81
Note—114p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Academic Achievement, American Indians, Asian Americans, Blacks, Communication (Thought Transfer), Cultural Influences, Educational Background, Elementary Secondary Education, Equal Education, *Females, Hispanic Americans, *Minority Groups, *Self Concept, Sex Bias, Social Discrimination, Socioeconomic Background, *Student Teacher Relationship, *Teacher Attitudes, Teacher Workshops, Teaching Methods
Identifiers—*Teacher Expectations
This is a training module designed to help teachers convey expectations that lead to academic success among students, especially minority girls. The module was based on the recognition that low teacher expectations have contributed significantly to many minority girls' failure to achieve as much academic success as other students in American schools. The module consists of three units, each of which contains 1) a content outline; 2) suggested steps for teaching the content; 3) opening exercises to introduce concepts and ideas; 4) resource information from which the trainer can develop lectures; 5) group activities to reinforce concepts introduced in the lecture; and 6) exercises to help individual trainees gain a more in-depth understanding of key concepts. The units allow teachers to identify examples of teacher expectations; examine how expectations influence educational progress; identify sources of expectations; distinguish between realistic and biased expectations; and sharpen skills in communicating clear, realistic expectations to students. An annotated bibliography includes selected resources on race and sex bias in instructional materials, career guidance for minority girls, and background information on minority women. (Author/MJL)

ED 218 015 RC 013 380
Bilingual Resources. [American Indian Education Special Double Issue].
California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
Pub Date—81
Note—70p.; For related documents, see RC 013 381-384. Double issue. Best copy available. Photographs and front cover may not reproduce well.
Available from—Evaluation, Dissemination, and Assessment Center, Los Angeles, 5151 State Univ. Dr., Los Angeles, CA 90032 ($5.00).
Journal Cit—Bilingual Resources; v4 n2-3 Win-Spr 1981
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*American Indian Education, *American Indian Literature, Annotated Bibliographies, Artificial Languages, Bilingual Education, Competence, Curriculum Development, Educational Legislation, *Language Role, Narration, Native Language Instruction, Poetry, Tribes
Identifiers—Navajo (Nation), White Mountain Apache (Tribe)
The double issue of the journal, "Bilingual Resources," presents nine articles pertaining to American Indian education in various perspectives, poetry by four American Indian poets, and identifies 27 publications about American Indians. Subjects of articles include: evaluation and recognition of narrative competence within peer group interactions of Navajo 10- and 11-year olds; the need for Native American language to ensure liberation of Native people; description of materials production for an experimental summer course teaching sixth graders (White Mountain Apache) literacy in their own language; discussion and suggestions on how to handle teaching problems with Indian students; the importance of language in the mobilization of American Indians for goals of political self-determination and cultural autonomy; the imitation of European models in the Native programs of bilingual education; and a look at positive aspects of future Native education emphasizing the importance of "process" and "content." The section, "Tips for Teachers," addresses curriculum development for an American Indian classroom and American Indian education legislation. Citations for publications (books, charts/prints, periodicals, audiovisuals) include a brief description, availability source, language used in publication, type of book and length, intended level, and cost. (ERB)

ED 218 016 RC 013 381
Brady, Margaret K.
Narrative Competence: A Navajo Example of Peer Group Evaluation.
Pub Date—81
Note—12p.
Available from—Not available separately; see RC 013 380.
Journal Cit—Bilingual Resources; v4 n2-3 p2-13 Win-Spr 1981
Pub Type— Reports - Research (143) — Journal Articles (080)
Document Not Available from EDRS.
Descriptors—American Indian Culture, American Indian Literature, Children, *Competence, *Cultural Images, Elementary Education, *Narration, *Peer Evaluation, Peer Groups, *Story Telling
Identifiers—Arizona (Window Rock), *Navajo (Nation)
Using formal devices of language (grammar and phonology) and sociolinguistic norms, the study looks closely at the way in which narrative competence is recognized within the Navajo peer group. Children used in the study analysis are 10- and 11-year old Navajo children attending a Catholic school on the eastern part of the Navajo reservation. The stories on which this analysis is based deal with one of the most traditional figures of Navajo belief-skinwalker. Stories were collected from the children as they gathered in self-selected groups within the classroom, with all sessions tape-recorded and told in English. Conclusions indicate Navajo children evaluate and assess the competence of narrative structure and form of their peers by the storyteller's responsibility for a wide range of social and cultural knowledge, knowledge about the nature of social relationships, about the symbolic function of the skinwalker with the world, about the appropriate selection of listeners (usually relatives), and about the culturally defined functions of such stories. Further study is suggested across a wide range of cultures to determine the exact nature and influence of the peer group in the acquisition and evaluation of communicative competence of all kinds. (ERB)

ED 218 017 RC 013 382
Forbes, Jack D.
The Survival of Native American Languages.
Pub Date—81
Note—14p.
Available from—Not available separately; see RC 013 380.
Journal Cit—Bilingual Resources; v4 n2-3 p14-27 Win-Spr 1981
Pub Type— Reports - Evaluative (142) — Journal Articles (080)
Document Not Available from EDRS.
Descriptors—*American Indian Languages, *Artificial Languages, *Communication (Thought Transfer), Communications, Language Acquisition, Language Classification, *Language Usage, Tribes, Written Language
Before the white invasion, Native American peoples possessed an extremely rich and varied heritage with highly developed oral literatures, and constant development of new phrases, expressions, and patterns of pronunciation. Examples of Indian people's adeptness with language include: many learned to speak more than two languages fluently; development of sign language and systems of writing using symbols; and oral literature aided by carved, painted, or beaded symbols and passing on knowledge. Today, Native Americans concerned with self-determination and liberation have unfortunately neglected use and development of native languages. yet one cannot liberate a people while using a foreign language. Full development for a language in the modern world means that the language is used for every form of communication (radio and/or television broadcasting, books, films, newspapers and/or magazines, and billboards). Two basic problems of Native communication are native communicative-linguistic diversity, especially in North America, and Indian people speaking only English, Spanish, or Portuguese. The survival and practical use of a language depends on how many people speak a language. Approaches of finding one dialect to communicate among tribes, ways of developing a writing system for this dialect, and means of implementing the writing system are elaborated. (ERB)

ED 218 018 RC 013 383

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Liebe-Harkort, Marie-Louise
Materials Preparation for Use in Bilingual Programs.
Pub Date—81
Note—4p.
Available from—Not available separately; see RC 013 380.
Journal Cit—Bilingual Resources; v4 n2-3 p28-31 Win-Spr 1981
Pub Type— Guides - Non-Classroom (055) — Journal Articles (080)
Document Not Available from EDRS.
Descriptors—*American Indian Education, *Apache, Elementary Education, Grade 6, *Language Acquisition, *Language Experience Approach, *Native Language Instruction, Orthographic Symbols, Reading Comprehension, *Reading Instruction, Written Language
Identifiers—*White Mountain Apache (Tribe)
For many White Mountain Apache children, their first contact with the English language occurs in Head Start and day care programs, thus forcing them to learn to read and write a language they seldom use. This situation led the tribe to develop an Apache bilingual/bicultural program in which an orthography based on the letters of the English alphabet was approved and a Language Committee was instituted to oversee and direct the development of sixth grade level materials. The materials were tested in an experimental course for Apache speakers literate in English during the summer of 1978. The prepared materials' basic plan had a set of 17 progressing lessons and accompanying exercises. The general lesson plan included: (1) review of new words presented in previous lesson; (2) exercise (or sound test); (3) new words using graphemes or digraphs already introduced; (4) exercises; (5) new graphemes or digraphs; and (6) exercises. The children were excited over the prospect of learning to read and write their own language and showed in many ways they felt what they had learned was useful. (ERB)

ED 218 019 RC 013 384
Swensson, Frances
Language as Ideology: The American Indian Case.
Pub Date—81
Note—7p.
Available from—Not available separately; see RC 013 380.
Journal Cit—Bilingual Resources; v4 n2-3 p34-40 Win-Spr 1981
Pub Type— Reports - Evaluative (142) — Journal Articles (080)
Document Not Available from EDRS.
Descriptors—*Acculturation, American Indian Culture, *American Indian Education, *American Indian Languages, Bilingual Education, *Cultural Influences, Educational Policy, Group Unity, *Language Role, Political Power, Reservation American Indians, Tribal Sovereignty, Urban American Indians
Identifiers—*Ideology
Historical development of the politically, socially, economically, and racially scattered and factionalized Indian communities has led to a situation in which the development of symbolic ideology of broad appeal is necessary in the emergence of a substantive ideology. Language has an increasingly important role in the mobilization of American Indians around the twin goals of political self-determination and cultural autonomy. Educational policies and sociological pressures have tended to reinforce a movement away from Indian languages. The late 1960's and early 1970's brought some startling changes to Indian affairs when Indian groups in their confrontation with the United States government spoke to Indian causes with which large numbers of Indians (reservation and urban) could identify and led to the emergence of a self-conscious Indian ethnic ideology of the revival and revitalization of lost heritage, including important Indian languages. Where Indian populations had not been allowed to exercise control over educational programs, on or off the reservation, they began to demand a voice in the pro forma administration of the schools, hiring and firing of personnel and development of curricula. Indian people have begun to identify their languages as the core of their culture, and as a key to their never-ending hope of and struggle for cultural autonomy. (Author/ERB)

ED 218 021 RC 013 403
Leap, William
American Indian Language Education.
National Center for Bilingual Research, Los Alamitos, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Dec 81
Note—166p.; Cooperative Agreement 00-CA-80-0001.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*American Indian Education, *American Indian Languages, American Indians, Bilingual Education, *Educational Assessment, Elementary Secondary Education, English (Second Language, *Federal Indian Relationship, Language Proficiency, Language Research, *Language Role, Native Language Instruction, Program Implementation, *Second Language Programs, Staff Development, Tribes
Identifiers—American Indian History
Prepared for the National Center for Bilingual Research, the document provides information on the "state of the art" in American Indian language education and presents a full picture of the situation exploring concepts (e.g., self-determination, Indian language diversity) and concerns (e.g., tribal reluctance to see Indian language instruction used indiscriminately for schooling-related purposes). Topics discussed in the five chapter paper include: Indian education as an equal opportunity issue (such as tribal self-determination and tribally controlled education); definition of American Indians (usage of Native American or American Indians, state, federal, and self-identified); Indian language fluency as an issue in Indian education; local responses to language needs in Indian education (pertaining to the Bureau of Indian Affairs, implementing Indian language arts programs, certification of Indian teachers, and federal responsibilities in Indian Education); and research needs in Indian language education (descriptive studies, language census issues, English language arts needs, legislation and policy implications). Appendices record statements of needs and priorities in Indian language education. A 62-item unannotated bibliography concludes the document. (ERB)

ED 218 031 RC 013 427
Thornbrugh, Cheryl, Comp. EchoHawk, Bernadette, Comp.
National Indian Adult Education Resource Directory.
Native American Research Inst., Washington, DC.
Pub Date—Apr 82
Note—78p.; Paper copy not available due to small print size.
Pub Type— Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Adult Education, *Adult Programs, *American Indian Education, *Educational Resources, Federal Government, Human Resources, *Information Sources, Instructional Materials, Public Agencies, State Departments of Education
Identifiers—Nationwide Networks
Targeted especially for Indian adult educators, the 1982 resource directory identifies: Indian Adult Education projects and commercial businesses who develop curriculum materials for adult students; sources for obtaining or providing information for and about Indian adult education projects at the local, state, or federal levels; and Indian adult educators and education programs available for information sharing. Listed by title, citations of curriculum materials (52) include grade level, content description, and ordering information. Names of individuals and/or projects, addresses and telephone numbers are provided for adult education associations (10), indian organizations (35), departments of the Federal Government (41), advisory councils (3), and state departments of adult education (50). Current members of Congress (Senators and Representatives), their telephone numbers, and appointed Indian Affairs Staff Assistants are also provided. A listing of individuals as Indian adult education resources (18) concludes the directory by providing their address, telephone number, a short biography, and their areas of expertise. (ERB)

ED 218 972 FL 013 072
Barkin, Florence, Ed. And Others
Bilingualism and Language Contact: Spanish, English, and Native American Languages. Bilingual Education Series.
Report No.—ISBN-0-8077-2671-0
Pub Date—82
Note—320p.
Available from—Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027 ($24.95).
Language—English; Spanish
Pub Type— Books (010) — Collected Works - General (020) — Reports - Research (143)
Document Not Available from EDRS.
Descriptors—*American Indian Languages, American Indians, *Bilingualism, College Second Language Programs, Cultural Influences, Descriptive Linguistics, English, Language Maintenance, *Language Research, Language Usage, Mexican Americans, Native Language Instruction, *Second Language Instruction, Second Language Learning, Sociolinguistics, *Spanish, Teaching Methods
Identifiers—*English (Southwest), Language Contact, Language Shift, Mexico, *United States (Southwest)
Spanish, English, and American Indian languages in the southwestern United States and northern Mexico and bilingualism and language contact in the region are addressed in a collection of articles. Approaches to research in the languages of this region are discussed in articles by Valdes, Lope Blanch, and Brandt. Cultural and sociolinguistic aspects of American Indian speech are dealt with in articles by Kroskrity, Spolsky and Irvine, Cooley and Lujan, Siler and Labadie-Wondergem, and Leap. Border Spanish is discussed by Barkin, Floyd, Jaramillo and Bills, Lantolf, Webb, and Valdes and others. Articles on language teaching include: (1) "The Acquisition (?) of Spanish as a Second Language" (Edelsky and Hudelson); (2) "Second-Language Acquisition and Foreign Language Teaching: Spanish Language Programs at a University on the U.S.-Mexican Border" (Teschner); (3) "Natural Texts and Delayed Oral Production: An Indigenous Method for the Teaching of American Indian Languages" (Montgomery); and (4) "Classroom Implications of Culturally Defined Organizational Patterns in Speeches by Native Americans" (Scafe and Kontas). Finally, language maintenance, shift, and use are discussed by Amastae, Aguirre, and Floyd. (JB)

ED 219 189 RC 013 489
Tribal Aging Programs: A Basic Guide.
National Indian Council on Aging, Albuquerque, N. Mex.
Spons Agency—Administration on Aging (DHHS), Washington, D.C.
Pub Date—81
Grant—90-A-987(03)
Note—170p.; Paper copy not available due to publisher's choice.
Available from—National Indian Council on Aging, Inc., P. O. Box 2088, Albuquerque, NM 87103 ($7.00 per copy).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Advocacy, American Indians, Demonstration Programs, Financial Support, *Grantsmanship, Health Services, *Home Programs, Nutrition, *Older Adults, *Outreach Programs, *Program Development, *Reservation American Indians, Transportation, Tribes
Identifiers—Older Americans Act 1965, *Tribal Aging Programs
A national training session for administrators of tribal aging programs held by the National Indian Council on Aging in November 1979 was the basis for the training manual. The seven chapter titles reflect workshop topics with the text of each chapter incorporating material presented in the workshops and examples of model programs on reservations. Chapters discuss administering aging programs; providing general information on funding, developing and operating nutrition programs for Indian elders; establishing transportation services on reservations serving the elders; providing "homemaker-home health services" for the elderly, sick or handicapped person (allows person to live at home instead of going to a hospital or institution); and emphasizing the vital and useful role of senior centers for elders and the community. The last three chapters offer procedures in establishing tribal aging programs. Topics include advocacy working to change the system to make it serve the elderly better, approaches to grantsmanship, and sources of funding the Older Americans Act. (ERB)

ED 219 190 RC 013 490
American Indian Elderly: A National Profile.
National Indian Council on Aging, Albuquerque, N. Mex.

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Spons Agency—Administration on Aging (DHHS), Washington, D.C.
Pub Date—81
Grant—90-A-1369
Note—188p.; Paper copy not available due to publisher's choice.
Available from—National Indian Council on Aging, Inc., P. O. Box 2088, Albuquerque, NM 87103 ($11.00 per copy).
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Alaska Natives, *American Indians, Daily Living Skills, Employment Level, *Evaluation, Housing, Mental Health, *National Surveys, Needs Assessment, *Older Adults, Physical Health, *Quality of Life, Socioeconomic Status, Transportation, Tribes

The first research effort undertaken to document conditions of life of older Indian and Alaskan Native people (aged 45 and older) nationwide was completed by the National Indian Council on Aging in 1980. Data were derived from results of a detailed survey administered to a random sample of 712 older Indians and Alaskan Natives from urban and rural areas across the country. Data included information on social resources, economic resources, mental health, physical health, ability to perform activities of daily living, receipt of services, housing conditions, and transportation needs. Major findings of the study included the following: character of life for Indian and Alaskan Natives is significantly different from that of the dominant population (i.e., relative income, education and employment levels, importance of extended family, and patterns of physical and mental health problems); impairment levels of Indians and Alaskan Natives 55 and older are comparable to non-Indian U.S. elderly 65 and older; existing service system falls short in satisfying needs for service; exact number and location of Indian elderly is not well documented, especially in urban areas; and review of legislation and funding sources relevant to Indian elderly revealed important discrepancies, among them in the definition of "Indian." (ERB)

ED 219 201 RC 013 507
Brewer, Linda Skinner
O Wakaga. Activities for Learning about the Plains Indians.
United Indians of All Tribes Foundation, Seattle, Wash.
Pub Date—81
Note—47p.; Paper copy not available due to publisher's choice. For related document, see ED 214 720.
Available from—Daybreak Star Press, United Indians of all Tribes Foundation, P.O. Box 99253, Seattle, WA 98199 ($6.00 per copy).
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Activity Units, *American Indian Studies, Clothing, Cultural Education, *Cultural Influences, Elementary Education, *Enrichment Activities, Legends, Life Style, Tribes
Identifiers—American Indian History, Coloring Books, *Lakota (Tribe), Plains Indians (Anthropological Label)

A companion to The Mamook Book (ED 214 720), the student activity book teaches about Plains Indian cultures (in particular about Lakota life) through a series of activities such as: coloring panoramas of a Plains tipi encampment and a contemporary reservation; depicting historical and contemporary children; making a mobile; constructing a tipi and a war shield; reading a legend; learning the uses of the buffalo; and preparing recipes of traditional foods. (ERB)

ED 219 202 RC 013 508
Tribal Sovereignty: Indian Tribes in U.S. History. Teacher's Guide.
United Indians of All Tribes Foundation, Seattle, Wash.
Pub Date—81
Note—14p.; For related document, see ED 195 369. Paper copy not available due to publisher's choice.
Available from—Daybreak Star Press, United Indians of All Tribes Foundation, Daybreak Star Cultural-Educational Center, Discovery Park, P. O. Box 99253, Seattle, WA 98199.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Acculturation, *American Indians, Behavioral Objectives, Cultural Activities, *Culture Conflict, *Discussion (Teaching Technique), *Federal Indian Relationship, Federal Legislation, Secondary Education, Teaching Guides, *Tribal Sovereignty, *Writing Exercises
Identifiers—*American Indian History

Designed for use with "Tribal Sovereignty: Indian Tribes in U.S. History" (ED 195 369), the teacher's guide includes 6 learning objectives, 33 questions for discussion and writing, and 6 ideas for research projects. Discussion questions cover four topics: (1) Indian governments; (2) policy development to 1871; (3) strategy of assimilation (policy development 1871-1920); and (4) a policy for the future 1920. Additionally, 17 suggested resources and a list of other publications are included. (AH)

ED 219 213 RC 013 524
Peterson, Bonnie Jayne
Micha-Ko Means People: A Curriculum Guide on the Coast Miwok.
Pub Date—Dec 81
Note—163p.; Master's Thesis, San Francisco State University.
Pub Type— Guides - Classroom - Teacher (052) — Creative Works (030) — Dissertations/Theses - Masters Theses (042)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*American Indian Culture, American Indian Languages, *American Indian Studies, *Course Objectives, Cultural Background, Curriculum Development, *Curriculum Guides, Elementary Education, Learning Activities, Learning Theories, Reference Materials, *Social Studies, Teaching Guides
Identifiers—*American Indian History, California, *Miwok (Tribe)

The curriculum guide on the Coast Miwok Indians includes an overview of the goals and objectives of social studies education and how they are used in an anthropologically based Native American social studies curriculum. The guide provides an educational rationale for using Native American curricula in the social studies program based on current learning theories, as well as background information on the Coast Miwok which synthesizes the available information on their prehistory, their historical interaction with white settlers, and the cultural aspects of Miwok life. It also includes: suggestions for further readings, methods, and materials used to achieve the goals and objectives; lists of available local resources, such as books, film, filmstrips, newsletters, and resource people; and materials teachers can use in developing their own curricula. Although the curriculum guide is intended primarily for elementary school teachers, it can be adapted to various grade levels if the developmental levels of the students are taken into consideration. (Author/AH)

ED 219 985 HE 015 128
Astin, Alexander W. And Others
Minorities in American Higher Education. Recent Trends, Current Prospects, and Recommendations. First Edition.
Report No.—ISBN-0-87589-523-9
Pub Date—82
Note—263p.
Available from—Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104 ($15.95).
Pub Type— Books (010) — Reports - Research (143)
Document Not Available from EDRS.
Descriptors—*Access to Education, Admission Criteria, American Indians, Black Students, *College Students, Educational Discrimination, Educational Opportunities, *Equal Education, Federal Programs, Federal State Relationship, *Financial Support, *Higher Education, Mexican Americans, *Minority Groups, Public Policy, Puerto Ricans, State Programs, Student College Relationship, Student Financial Aid
Identifiers—Chicanos, *Commission on the Higher Education of Minorities

A comprehensive study on the past gains, present status, and future prospects of blacks, Chicanos, Puerto Ricans, and American Indians in higher education is examined using data compiled by the Higher Education Research Institute for the Commission on the Higher Education of Minorities. Separate chapters cover the following: (1) the purpose of the study, the study design, and the values premises that guided the commission's work; (2) the progressive underrepresentation of each minority group at successively higher levels of educational attainment; (3) the severe underrepresentation of minorities in certain fields such as engineering, biological sciences, and business; (4) the major changes in enrollment in undergraduate, graduate, and professional schools during recent years; (5) factors that facilitate or inhibit minority progress in higher education; (6) federal programs implemented to promote minority group participation in higher education (and the relationship between federal and state programs); (7) controversial issues; (8) major empirical findings of the study, and (9) the commission's recommendations. Over 60 recommendations call for reexamining current policies and practices, suggest new services, and spell out urgently needed changes in broad areas of concern, including testing and grading, precollegiate education, community colleges, academic and personal support systems, equality of access, financial aid, bilingualism, graduate and professional education, minority faculty and administrators, government programs, minority women, evaluation of minority-oriented programs, and statistical research on minorities. Appendices include assessment of the quality of data and description of dependent or outcome variables used in regression analyses. (LC)

ED 220 219 RC 013 492
Indian Elderly and Entitlement Programs: An Accessing Demonstration Project.
National Indian Council on Aging, Albuquerque, N. Mex.
Spons Agency—Administration on Aging (DHHS), Washington, D.C.
Pub Date—81
Grant—AOA-90-AM-2192
Note—92p.; Paper copy not available due to publisher's choice.
Available from—National Indian Council on Aging, Inc., P.O. Box 2088, Albuquerque, NM 87103 ($6.00 per copy).
Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Age, American Indians, Community Characteristics, *Delivery Systems, Federal Indian Relationship, Housing, Marital Status, Nursing Homes, *Older Adults, *Participation, *Reservation American Indians, Social Characteristics, *Social Services, Tables (Data), Tribes, Widowed
Identifiers—Jicarilla Apache (Tribe), *National Indian Council on Aging, Oglala Sioux (Tribe), Papago (Tribe), *Reservation Access Project, Siletz (Tribe), Tribal Government

The report discusses the participation of elderly American Indians in Federal entitlement programs and describes the Reservation Access Project, which was funded to increase by 100% the number of Indian elderly served and to develop a model for delivery services. The first section provides an introduction, organizational history of the National Indian Council on Aging, an overview of the elderly Indian and background information on the Access Project. The second section describes the Access Project, its purpose, program variables, program implementation, and method used in selecting the four project sites. The four reservations (Jicarilla, Pine Ridge, Papago, and Siletz) are described in terms of their history, culture, government, tribal economy, climate, transportation, community facilities, population, and socioeconomic characteristics. Findings indicate: Access identified 1,386 Indian elderly age 55+ during the 12-month project (1980-81); a significant level of involvement of elders in some programs and a need for improvement in others; and in the development of the model, some long held beliefs were proven erroneous, while others surfaced which ran counter to popularly-held ideas with the Indian community. Eight recommendations provide suggestions which deal with the enhancement of services to Indian elderly. Appendices include the site selection rating scale, a contract form, and 22 statistical tables. (AH)

ED 220 227 RC 013 527
Luftig, Richard L.
The Effects of Schooling on the Self-Concept of Native American Students.
Pub Date—19 Mar 82
Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association, (New York City, NY., March 19-23, 1982). Paper copy not available due to author's choice.

BEST COPY AVAILABLE

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—American Indian Culture, *American Indians, Anglo Americans, Behavior Patterns, Biculturalism, Counselor Client Relationship, *Counselor Role, Counselor Teacher Cooperation, Cultural Awareness, *Cultural Differences, Elementary Secondary Education, Peer Groups, Peer Relationship, *Psychoeducational Methods, *Self Concept, *Student School Relationship, Student Teacher Relationship, Values
Research indicates Native American children view themselves more negatively than their Anglo counterparts and many self-concept enhancement techniques attempted with Indian pupils fail because they have been predicated on Anglo behavior patterns such as self-praise, teacher praise, popularity, and self-pride programs or competition, personal property, and verbalism, which are in direct conflict with the Indian value system of cooperation, shared property, and reticence. The paper consolidates relevant literature which deals with schooling and self-concept functioning of American Indian students and identifies independent variables and their effects which have been utilized on self-concept functioning. An educational/psychological model is proposed which calls for interface between student, teacher, and educational system and which allows Indian pupils to enhance their self-concepts by successfully interacting biculturally with Anglo and Indian societies. Finally, new directions are suggested for the school counselor to take in helping create and implement educational programs designed to facilitate positive self-concept development and maintenance of Native American pupils. Suggestions include: indepth counseling with the student; helping the student form appropriate self-comparison groups, placement of more than one Native American student in the classroom; and counselors who, if not Native American, understand the Native American culture thoroughly. (Author/AH)

ED 220 228 RC 013 529
Marshall, J. And Others
Ramah Navajo School Board, Inc., et al., v. Bureau of Revenue of New Mexico. Appeal from the Court of Appeals of New Mexico. Argued April 28, 1982–Decided July 2, 1982. No. 80-2162.
Supreme Court of the U. S., Washington, D.C.
Pub Date—2 Jul 82
Note—28p.; Paper copy not available due to small print.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—American Indian Education, *American Indian Reservations, Educational Facilities, Federal Aid, *Federal Indian Relationship, *Federal Legislation, *School Construction, Taxes, *Tribal Sovereignty
Identifiers—Navajo (Nation), New Mexico, *Ramah Navajo School Board NM, *State Taxes
An appeal to the Supreme Court addressd the question whether federal law preempts a state (New Mexico) tax imposed on the gross receipts that a non-Indian construction company (Lembke Construction Company) receives from a tribal school board (Ramah Navajo School Board) for the construction of a school for Navajo children on the reservation. The New Mexico Court of Appeals held that the gross receipts tax imposed by the State of New Mexico was permissible based on White Mountain Apache Tribe v. Bracker (1980). The Supreme Court reaches a different conclusion because it finds that the tax imposes an economic burden on the tribe's effort to build a school with federal funds. The dissenting opinion argued that the Court accords an Indian tribe, whose sovereignty "exists only at the sufferance of Congress and is subject to complete defeasance," greater immunity from state taxes than is enjoyed by the sovereignty of the United States on whom it is dependent. (Author/ERB)

ED 220 233 RC 013 534
Quarg, Patrice, Comp.
To Read or Not to Read: A Parent's Guide.
Affiliation of Arizona Indian Centers, Inc., Phoenix.
Spons Agency—Department of Education, Washington, DC.
Pub Date—Feb 82
Grant—G008004803
Note—14p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indian Education, Early Childhood Education, Elementary Secondary Education, Parent Attitudes, Parent Responsibility, *Parent Role, *Parent Student Relationship, *Reading Readiness, *Study Habits
The booklet provides suggestions for parents to encourage their children to read and develop good study habits. Suggestions for the child's early years include speaking to the child as you would an adult, naming things in the home or labeling each item, reading to the child everyday, playing simple games with the child to teach them numbers, colors, and names, and showing the child reading is important by reading often yourself such as newspapers, magazines and novels. For the first years of school parents should keep up with the child's progress in school, contact the child's teacher, help your child with homework whenever possible, set aside a place for your child's work, and have the child read books to you. During the upper grades children may need extra encouragement and help to do their studies. Parents can give their child the best opportunity for learning by keeping a dictionary in the home, not letting the child watch TV all evening, putting aside 1 1/2 hours each night for study time, playing games to help the child learn skills, showing a good attitude towards school, praising the child when he/she does something well, and showing the child everyday you are interested in him. (ERB)

ED 220 234 RC 013 535
Brescia, Bill
A'Una ('Let's Go!")
United Indians of All Tribes Foundation, Seattle, Wash.
Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
Pub Date—[81]
Note—61p.; Paper copy not available due to publisher's choice.
Available from—Daybreak Star Press, United Indians of All Tribes Foundation, P.O. Box 99253, Seattle, WA 98199 ($5.00 per copy).
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*American Indian Culture, American Indians, *Cultural Activities, Elementary Education, Eskimos, *Games, *Nutrition Instruction, *Physical Activities, *Tribes
Identifiers—*Recipes (Food)
The guide, intended to aid students (grades four and above) in making their bodies a good home for their spirit, provides a variety of athletic activities and traditional Indian recipes for use in the classroom or in cultural programs. Apart from running (the major American Indian means of maintaining physical fitness), instructions are given for the following 16 tribal games: "kickball" (Yakima), "Wut Si Mo" (Paiute), "Tek'me pu'ku" (Moquelumnan), "Tinbin Terowako" (Bannock), "juggling" (Eskimo, Urock, Shoshone), "Tculikiwe'kut" (Pima), "Gamago" (Iroquois), "Paska Tanchi" (Choctaw), "sled" (Sioux), "stilts" (Hopi, Shoshone, Zuni), "hide-and-seek" (Makah, Twaba), "Tateka Yukmunpi" (Oglala Dakota, Teton Dakota), "double-ball game" (Menominees), "buzzzzzz" (Plains tribes), "knuckle hop" (Eskimo), and "stick pull" (Eskimo). Seventeen recipes from various tribes are provided, along with nutritional information, i.e., calories, carbohydrates, fats, protein, fiber, polyunsaturated fats, minerals, and vitamins. The guide encourages special attention to the pronunciation of words that appear from different Native languages. (AH)

ED 220 235 RC 013 536
Mathers, Sherry And Others
Our Mother Corn.
United Indians of All Tribes Foundation, Seattle, Wash.
Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Ethnic Heritage Studies Program.; Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
Pub Date—81
Note—144p.; For related document, see RC 013 537. Paper copy not available due to publisher's choice.
Available from—Daybreak Star Press, United Indians of All Tribes Foundation, P.O. Box 99253, Seattle, WA 98199 ($7.00 per copy).
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Agricultural Production, *American Indian Culture, American Indian Education, *American Indian Literature, Elementary Secondary Education, *Enrichment Activities, Farmers, Field Crops, Folk Culture, Games, Geographic Location, Grains (Food), Housing, *Instructional Materials, *Legends, Life Style, Maps, Social Studies, Tribes
Identifiers—*Corn Culture, Hopi (Tribe), Pawnee (Tribe), Recipes (Food), Seneca (Tribe), Songs, United States (Northwest), United States (Plains States), United States (Southwest)
Developed to provide an understanding of the magnitude of the role of corn, referred to as Mother Corn in the cultures of the Seneca, Pawnee, and Hopi tribes, the student text provides information on the tribes' basic lifestyles and the way they grew and used corn in three different parts of the United States. The section on the origin of corn provides an historical background on corn, including where it comes from, the mystery of its origin, how it grows, what it needs to grow, and where to get Native corn seed. Each tribe's section includes: (1) a description of their environment, home, livelihood, and lifestyle; (2) various methods used to prepare their fields, plant, harvest, and store their corn; and (3) short stories about the life of that tribe before European contact. Additionally, the text provides a U.S. map showing tribes that use corn, traditional legends, games, songs, chants, and corn recipes from the Pawnee, Hopi, Seneca, and other tribes. A glossary of terms and a bibliography conclude the guide. (AH)

ED 220 236 RC 013 537
Mathers, Sherry And Others
Our Mother Corn. Teacher's Guide.
United Indians of All Tribes Foundation, Seattle, Wash.
Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Ethnic Heritage Studies Program.; Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
Pub Date—81
Note—32p.; For related document, see RC 013 536. Paper copy not available due to publisher's choice.
Available from—Daybreak Star Press, United Indians of All Tribes Foundation, P.O. Box 99253, Seattle, WA 98199.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Agricultural Production, *American Indian Culture, American Indian Education, *American Indian Literature, Discussion (Teaching Technique), Elementary Secondary Education, *Enrichment Activities, Extended Family, Farmers, Field Crops, Games, Geographic Location, Grains (Food), Housing, Legends, *Life Style, Oral History, Social Studies, Teaching Guides, Tribes
Identifiers—*Corn Culture, Hopi (Tribe), Navajo (Nation), Pawnee (Tribe), Pueblo (People), Seneca (Tribe), United States (Northwest), United States (Plains States), United States (Southwest)
Designed to accompany the preceding student text (which deals with the role of corn in the Seneca, Pawnee, and Hopi tribes), the teaching guide contains a suggested sequence of activities and needed supplementary information along with an indication of the student text they follow. Sections include: farming notes; basic needs activities; house descriptions; Navajo and Pueblo farming; matrilineal descent activity; summary matrix and discussion questions comparing the way the Seneca, Pawnee, and Hopi tribes grow and preserve corn; oral history; answers to concluding questions; and seven "corny" games. (AH)

ED 220 237 RC 013 538
Forsyth, Karen Williams Neal, Colleen
Native Americans of Washington State (A Curriculum Guide for Elementary Grades). First Edition.
United Indians of All Tribes Foundation, Seattle, Wash.
Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Ethnic Heritage Studies Program.; Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
Pub Date—81

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Note—93p.; Paper copy not available due to publisher's choice. Best copy available.
Available from—Daybreak Star Press, United Indians of All Tribes Foundation, P.O. Box 99253, Seattle, WA 98199 ($5.50 per copy).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*American Indian Culture, American Indian Education, *American Indian Studies, Art, Course Objectives, *Cultural Activities, *Cultural Awareness, *Curriculum Enrichment, Elementary Education, Family Influence, Food, Games, Housing, Life Style, Supplementary Reading Materials, Transportation
Identifiers—American Indian History, *Pacific Northwest Tribes, *Washington
Developed as a supplemental curriculum guide for elementary teachers, the guide assists in implementing Native American activities to classroom curriculum to make students aware of the numerous tribes within the state of Washington. Divided in three geographic, cultural areas (Northwest Coast region, Puget Sound Lowlands region, and Plateau region), info mation includes environmental and climatic conditions that have influenced tribal culture, livelihood (i.e. food, shelter, transportation, and clothing), and spiritual and social life. Traditions of the Native American people in the state of Washington are reinforced through activities dealing directly with the environment, use of maps, legends and cultural activities. Student objectives include: understanding environmental characteristics of the three cultural regions through the eyes of the first people; understanding the ways of the people in each cultural region adapted to their environment; understanding how the family plays an important role in the lives of children and how family relationships affect a sense of community; understanding different art forms and how environmental materials are utilized in the art; and understanding the importance of games in teaching children their roles as adult members of the community. (ERB)

ED 220 242 RC 013 553
Zephier, Richard L. Hedin, Charles
Alcoholism among Indian Students: Walking Like You Talk.
Pub Date—17 May 81
Note—16p.; Paper presented at the National Indian Child Conference (Albuquerque, NM, May 17-21, 1981).
Pub Type— Information Analyses (070) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alcohol Education, *Alcoholism, *American Indians, Children, *Community Action, Elementary School Students, Elementary Secondary Education, Family Problems, Fathers, Females, Infants, Males, Mothers, Parent Influence, Parent Role, Peer Influence, *Prevention, *Secondary School Students, Teacher Role, Trend Analysis, Tribes, Youth
The paper reveals: alcoholism is the leading cause of death among Native people; Native Americans have a higher alcoholism rate than any other minority group in the country; 20 to 80% of a tribal population had drinking problems; these numbers involve men, women, children, and the unborn; and the trend is toward more alcoholism. The impact on tribes shows how the most important human resource of the tribal group, i.e., the school age children in grades K-12, are abusing alcohol to the point that they cannot take advantage of the gains made by the Indian people during the decade of the 1980's. Lists of suggestions for dealing with student alcohol problems include fundamentals of alcohol education, preparing to deal with the problem drinker, and student drinking. The second section covers implementation of youth prevention programs. The section emphasizes the need for the total community to be involved in alcohol and drug prevention efforts but, the logical place to begin with is the individual and the school. Prevention approaches include providing support to existing alcoholism programs, implementing prevention activities in schools via the spontaneous approach or the subject area integration approach, and developing a community-based prevention project. (AH)

ED 220 243 RC 013 554
Indian Education: America's Unpaid Debt. A Compendium Report Covering Calendar Years 1980-1981. The Eighth Annual Report to the Congress of the United States.
National Advisory Council on Indian Education, Washington, D.C.
Pub Date—Jun 82
Note—133p.; For related document, see ED 202 617.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Adult Education, Advisory Committees, *Agency Role, *American Indian Education, American Indians, *Educational Finance, Educational Objectives, Elementary Secondary Education, *Federal Indian Relationship, Federal Legislation, *Federal Programs, Fellowships, Government School Relationship, Resource Allocation, Trust Responsibility (Government)
Identifiers—*Indian Education Act 1972 Title IV, *National Advisory Council on Indian Education
The eighth annual report to Congress from the National Advisory Council on Indian Education is a compendium report of activities during calendar years 1980 and 1981, inclusive. Part I contains Council's recommendations to Congress and the Secretary of Education: if the Department of Education is dismantled, all Indian education programs directly benefiting Indian children and adults be transferred intact to an independent agency or foundation other than the Department of Interior; Federal trust responsibility be fully implemented, maintained, and upheld; Congress review any proposed budget reductions for Indian programs to assure Federal Indian trust responsibilities are maintained; documents and data prepared by the Council through field hearings be utilized in reauthorization of Indian education legislation. Part II provides state-by-state reports of Indian fellowships in 1980 and 1981 and Title IV funding. Part III furnishes profiles of Title IV programs and fellowships for 1980, and Part IV reports on the Council's activities for 1980 and 1981. Nine appendices include a legal position paper by Kurt Blue Dog and a legislative analysis of the Federal role in Indian education by Vine Deloria, Jr. Ten tables give information on state distribution of funds for 1980 and 1981. (AH)

ED 220 249 RC 013 560
Russell, Anna Rita
Game for Anything: Multi-Cultural Games and Activities for Children.
Alberta Association for Young Children, Edmonton.; Alberta Univ., Edmonton. Faculty of Education.
Report No.—ISBN 0-88864-971-1
Pub Date—81
Note—98p.; Paper copy not available due to publisher's choice. Funded through a 1981 Community Project Grant of The Canadian Federal Government.
Available from—Faculty of Education, University of Alberta, 4-116 Ed. N., Edmonton, Alberta T6G 2G5 ($9.00 per copy).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—American Indian Culture, American Indians, *Canada Natives, Cultural Activities, *Cultural Influences, Dutch Culture, Elementary Secondary Education, Eskimos, Food, *Foreign Countries, *Games, *Handicrafts, Latin American Culture, *Multicultural Education
Identifiers—German Culture, Italian Culture, Oriental Culture, *Recipes (Food)
A collection of Native and newcomer Canadian children's activities and games have been gleaned from various cultural sources for children to benefit from Alberta's diversity of ethnic groups. The handbook forms a framework for the teacher/parent to organize activities for children allowing change and modification if necessary. The first section describes Indian activities such as intertribal gambling games (Bone Dice, Onesteh, Cheekahkwanug), guessing games (Gaquitt), traditional sports (Lacrosse, Papassi Kawan, Snow Snake), potato stamp technique used for decorating basketry, and face painting used during ceremonial dances, battle, and times of mourning. Recipes for Native dishes (Sunflower Seed Cake, Corn Chowder, Yellow Squash Soup) concludes this section. The second section consists of games (La Mora, Shangai, Tag, Quattro Cantoni, and various versions of Hopscotch), recipes (Siemp, Tortelli, Yogurt Torte, Egyptian Halvah, Crackling Bananas), and crafts (kites, origami, weaving, apple dolls, Ojo de Dios, woolen yarn pictures) from various customs and traditions that people from other countries brought to Canada. Descriptions of games include a brief history of origin, equipment to use (if any), objective of the game, and how to play the game. (ERB)

ED 220 632 CE 033 519
Nevo, Dana Wiese, Dorene
Self-Development for Native American Adults.
Chicago City Colleges, IL. Truman Coll.
Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
Pub Date—Jul 82
Contract—R-20-42-C-2111-213
Note—121p.; Parts of this document may not reproduce well due to light type.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Adult Education, Alcoholism, *American Indians, Behavioral Objectives, Career Exploration, *Decision Making, Drug Abuse, Failure, Individual Needs, Instructional Materials, Learning Activities, Motivation, *Self Actualization, *Self Concept, Skill Development, Success, Transfer of Training, *Values, Values Clarification
Identifiers—*Goal Setting, Maslows Hierarchy of Needs, *Stress Management
This instructional package consists of activity guides, materials, and background information on selected areas pertinent to the self-development of a native American Indian participant group. Covered in its six units are the following topics: self-image and success (motivation and success, personal discovery, tools and assessment instruments, transferable skills and life exploration, and exploring success and failure); values; decision making; goal setting; substance abuse; and stress management. Each unit contains: a topic overview; objectives addressed; background information; suggested activities; and, in many cases, supplemental activity handouts, references, and additional sources of information. (MN)

ED 220 740 CG 016 145
Oaster, Thomas R. F.
Reservation and Off-Reservation Parent, Teacher and Student Perceptions of Student Rights.
Pub Date—[81]
Note—9p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age Differences, *American Indians, Behavior Patterns, Comparative Analysis, Cross Cultural Studies, Elementary Secondary Education, Interpersonal Relationship, Nonreservation American Indians, *Parent Attitudes, *Racial Differences, Reservation American Indians, *Student Attitudes, *Student Rights, *Teacher Attitudes
Past research has assumed that differences between parents and school officials on the topic of discipline are to be expected. Previous student rights research has also tended to focus on student reactions. To explore differences among students', teachers' and parents' perceptions of student rights, three studies were conducted. The first included elementary and high school teachers, junior and senior high school students, and parents. The second included parents and tenth grade students. The third included Indian and non-Indian parents and reservation and off-reservation teachers. Studies I and II supported the differences in parents' and students' perceptions. Studies I and III produced no parent-teacher differences. Study III produced no differences between Cheyenne (reservation) and non-Cheyenne parents. The age-related progression of attitudes found in Study I tended to agree with previous research. (JAC)

ED 220 971 EA 014 962
Special Needs of Students: Essentials for State Planning.
Education Commission of the States, Denver, Colo. Education Improvement Center.
Pub Date—Aug 81
Note—207p.
Available from—ECS Distribution Center, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, CO 80295 ($10.00).
Pub Type— Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Alaska Natives, American Indians, Asian Americans, Blacks, Cubans, *Cultural Differences, Economically Disadvantaged, *Educationally Disadvantaged, *Educational Needs, Elementary Secondary Education, Hispanic

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Americans, *Limited English Speaking, Mexican Americans, Migration, *Minority Group Children, Non English Speaking, Pacific Americans, Parent Participation, Puerto Ricans, *Student Mobility

To assist state policy makers, six papers and five brief reactions discuss the elementary and secondary educational needs and expectations of six minority groups: blacks, Mexican Americans, Cubans, Puerto Ricans, American Indians and Native Alaskans, and Asians and Pacific Islanders. An introductory summary notes that the educational needs usually result from poverty, cultural or linguistic differences, or high geographic mobility and that the problems point to a further need for parent education and participation. Each paper explains a minority group's social or historical situation, outlines educational problems, and examines programs to assist the group. The papers include "Asian and Pacific Americans: An Educational Challenge," by Siri Vongthieres and Lawrence A. Egan; "The Educational Needs of Black Children," by Andrew Billingsley; "A Report on the Cuban Students in the Dade County Public Schools, Miami, Florida," by Rosa Guas Inclan; "The State of Indian Education," by Lee Antell; "A Legacy of Four Cultures: Education and the Mexican Americans," by Vicente Z. Serrano; and "Puerto Ricans and the Public Schools: A Critical Commentary," by Tony Baez. Five appendices add statistical data for several of the papers. (Author/RW)

ED 221 055 FL 013 191

Knop, Constance K.

Limited English Proficiency Students in Wisconsin: Cultural Background and Educational Needs. Part III: Native Americans (Menominee and Oneida).

Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Report No.—WSDPI-2295

Pub Date—Jan 82

Note—65p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—American Indian Culture, *American Indians, Audiovisual Aids, *Cultural Background, Cultural Traits, *Educational Needs, Elementary Secondary Education, *Limited English Speaking, Orientation Materials

Identifiers—Menominee (Tribe), Oneida (Tribe), Wisconsin

A training manual was developed to acquaint teachers and administrators with the history, cultural background, and educational needs of Menominee and Oneida students in Wisconsin. This manual is one of three such manuals which are intended for use with allied audiovisual materials. Historical attempts to meet the needs of limited English proficient students in Wisconsin and the United States are reviewed, and aspects of different types of educational programs for minority students in Wisconsin are outlined. Following a discussion of the culture and educational needs of Menominee and Oneida students, brief essays are presented on such topics as stereotyping, the plight of the American Indian, and what not to teach about American Indians. The associated tapes and suggested readings are listed and described. (RW)

ED 221 238 JC 820 410

Oversight Hearing on Tribally Controlled Community College Assistance Act. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—23 Jul 81

Note—167p.; Some pages may be marginally legible due to small size and lightness of print.

Pub Type— Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*American Indian Education, *Community Colleges, *Federal Legislation, *Financial Support, Hearings, Institutional Characteristics, *Institutional Evaluation, Legal Problems, Two Year Colleges

Identifiers—Congress 97th, *Tribally Controlled Comm Coll Assist Act 1978

This report on the House of Representatives hearing on the Tribally Controlled Community College Assistance Act (Public Law 95-471), the major purpose of which is to provide grants for the operation and improvement of tribally controlled community colleges to insure the continued and expanded educational opportunities for Indian students, begins with the text of the 1978 Act and continues with an introductory statement by the House subcommittee chairman. Testimony and prepared statements follow on the operation and effects of the Act, the role of tribally controlled community colleges; institutional successes and problems; and the characteristics and accomplishments of specific institutions. Statements, and in some cases, responses to questions by subcommittee members, are provided by LeRoy Clifford, executive director, American Indian Higher Education Consortium; Joe McDonald, president, Salish-Kootenai Community College; Gerald Monette, president, Turtle Mountain Community College; Steve Baldy, president, D-Q University; Elgin Bad Wound, president, Oglala Sioux Community College; Lionel Bordeaux, president, Sinte Gleska Community College; Daniel Honahni, president, College of Ganado; and Dean Jackson, president, Navajo Community College. The House report also contains materials submitted for the record by participants and interested parties, including information on the demographics, finances, and programs of several colleges and a detailed statement from Michael Olivas on the operation and possible changes in the Act. An appendix provides the legislative history of the Act. (HB)

ED 221 328 RC 013 602

Hall, Paula Quick

Problems and Solutions in the Education, Employment and Personal Choices of Minority Women in Science.

American Association for the Advancement of Science, Washington, D.C.

Pub Date—Aug 81

Note—53p.; Also supported by the Polaroid Corporation.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—American Indians, Asian Americans, Blacks, *Career Guidance, *Educational Needs, *Equal Opportunities (Jobs), *Females, Mexican Americans, *Minority Groups, Postsecondary Education, Puerto Ricans, Questionnaires, Recruitment, *Science Careers, Scientific Personnel, Secondary Education

The need for better data on minority women (American Indian, Black, Mexican American, Asian, and Puerto Rican) in science, engineering, and health professions, resulted in a survey of 52 members of the National Network of Minority Women in Science in September 1980. Results of the survey suggest three major educational objectives: (1) to provide all students with the most rigorous mathematics and science education possible; (2) to give students the information necessary to make education possible; (2) to give students the information necessary to make wise decisions regarding education and career; and (3) to motivate students to persist in efforts that are necessary for them to reach their intellectual potentials. Most strategies and solutions were directly aimed at students, such as access to career information; student interaction with appropriate role models; emphasis on the development of self-discipline; and student participation in out-of-school science enrichment activities. Policy recommendations offered were designed to increase number of minority students receiving graduate degrees, facilitate smooth transition from school to work, and coordination of admission policies with retention efforts. Issues of equal opportunity in employment and professional life included career advancement, disparities in salary, promotion, responsibility level and job security. Appendices include questionnaire and tables of survey results. (ERB)

ED 221 329 RC 013 603

Higgins, Bryan

Urban Indians: Patterns and Transformations.

Pub Date—26 Apr 82

Note—28p.; Paper presented at the Annual Meeting of the Association of American Geographers (78th, San Antonio, TX, April 26, 1982).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agency Role, American Indian Culture, American Indians, Community Involvement, Ethnic Stereotypes, Group Unity, Organizations (Groups), Political Power, Population Trends, *Profiles, Public Policy, *Rural to Urban Migration, Social Support Groups, *Sociocultural Patterns, *Socioeconomic Status, *Urban American Indians, Urban Areas, Urban Planning

Identifiers—*American Indian History

For centuries American Indians have been an object of Western fascination. All too often this fascination has been an invented view of Indian people. This is especially evident with the recent movement of Indian people to urban areas within the United States and Canada. Not only has this movement been ignored by society in general, but it has also received almost no comment in the geographical literature. The complex character of urban Indian communities is sketched and a variety of interpretations are outlined. Finally, the implications for planning and public policy are examined, i.e, the recent emergence of Indian organizations which provide an innovative alternative – cultural planning for urban redevelopment. (Author/AH)

ED 221 500 SP 020 985

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Elementary Curriculum Guide.

Saint Paul Public Schools, Minn.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date—82

Note—136p.; For related documents, see SP 020 986-993.

Available from—Education Development Center, 55 Chapel Street, Newton, MA 02160 ($6.75; $56.00 for complete set of nine documents).

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—American Indians, Asian Americans, Blacks, Cultural Differences, Elementary Education, *Females, Hispanic Americans, Learning Activities, *Lesson Plans, *Minority Groups, Multicultural Education, *Racial Bias, Resource Units, *Sex Bias, Sex Fairness, Social Discrimination, Stereotypes, Womens Studies

This curriculum guide, designed by elementary school teachers from the Minnesota school districts of Roseville and St. Paul, helps students to understand the status, needs, and contributions of minority group women: American Indian; Asian American; black; and Hispanic. The guide is intended for use by elementary grade teachers to integrate relevant aspects of the history, culture, and contributions of minority group women into existing classroom curricula. Lessons in this curriculum guide are divided according to key concepts: similarities and differences between people, stereotyping, and discrimination. Each lesson plan is structured to emphasize one or more of the key concepts. Subject area, grade level, and names of teachers who developed the lessons are listed. The minority female group taught about in the lesson is indicated, and major ideas and organizational themes are provided. A summary of each lesson provides teachers with a statement of content emphasis. Specific behavioral objectives are listed along with teaching procedures and activities designed to help students achieve the objectives. This section on teaching procedures and activities provides discussion questions, worksheets and ideas. To evaluate the effectiveness of these activities, wrap-up activities are provided. A listing of books, articles, and other materials needed for each lesson is included in the resource section following each lesson plan. (JD)

ED 221 501 SP 020 986

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Secondary Curriculum Guide.

Saint Paul Public Schools, Minn.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date—82

Note—140p.; For related documents, see SP 020 985-993.

Available from—Education Development Center, 55 Chapel Street, Newton, MA 02160 ($5.75; $56.00 for complete set of nine documents).

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—American Indians, Asian Americans,

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Blacks, *Employed Women, *Females, Government Role, Hispanic Americans, *Lesson Plans, Low Income Groups, *Minority Groups, Multicultural Education, *Racial Bias, Resource Units, Salaries, Secondary Education, *Sex Bias, Stereotypes, Womens Studies

This curriculum guide, designed by secondary school teachers from the Minnesota school districts of Roseville and St. Paul, helps students to understand the status, needs and contributions of minority group women: American Indians; Asian Americans; blacks; and Hispanics. The guide is intended for use by secondary grade teachers to integrate relevant aspects of the history, culture, and contributions of minority group women into existing classroom curricula. Lessons in this curriculum guide are divided according to key concepts: similarities and differences among people, stereotyping, and discrimination. Each lesson plan is structured to emphasize one or more of the key concepts. Subject area, grade level, and names of teachers who developed the lessons are listed. The minority female group taught about in the lesson is indicated, and major ideas and organizational themes are provided. A summary of each lesson provides teachers with a statement of the content emphasis. Specific behavioral objectives are listed along with teaching procedures and activities designed to help students achieve the objectives. This section on teaching procedures and activities provides discussion questions, worksheets and ideas. To evaluate the effectiveness of these activities, wrap-up activities are provided in the "Evaluation Procedures" section. A listing of books, articles, and other materials needed for each lesson is included in the resource section following each lesson plan. (JD)

ED 221 502 SP 020 987

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Teacher-Training Manual.

Saint Paul Public Schools, Minn.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date—82

Note—189p.; For related documents, see SP 020 985-993.

Available from—Education Development Center, 55 Chapel Street, Newton, MA 02160 ($7.25; $56.00 for complete set of nine documents).

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—American Indians, Asian Americans, Blacks, Class Activities, Elementary Secondary Education, *Females, Hispanic Americans, *Inservice Teacher Education, Learning Activities, Lesson Plans, *Minority Groups, Multicultural Education, *Racial Bias, *Sex Bias, Stereotypes, *Teacher Workshops, Womens Studies

"Integrating Cultural Diversity into Non-Sex-Biased Curricula" is a training and development program designed to help students understand the status, needs, and contributions of minority group women. It deals with American Indian, Asian American, black, and Hispanic women and points out relevant aspects of the history, culture, and contributions of these women. This manual provides a 3-day workshop model that can be used in developing and conducting workshops to increase teachers' understanding of and capability in teaching about minority group women. The model is intended as an introductory workshop for providing information on racism, sexism, and groups of minority women, as well as specific skills in the development of lesson plans for teaching on the subject. Included in the model are outlines of sequential components for the workshop. Each component is outlined with respect to objectives, required materials, suggested procedures (both content and activities), and time schedules. Within each component section are reference materials and worksheets for implementing activities. When appropriate, references that offer in-depth information on specific topics are listed. (JD)

ED 221 503 SP 020 988

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Minority Women: An Annotated Bibliography.

Saint Paul Public Schools, Minn.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date—82

Note—94p.; For related documents, see SP 020 985-993.

Available from—Education Development Center, 55 Chapel Street, Newton, MA 02160 ($4.00; $56.00 for complete set of nine documents).

Pub Type— Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—American Indians, Annotated Bibliographies, Asian Americans, *Audiovisual Aids, Blacks, Cultural Differences, *Educational Resources, Elementary Secondary Education, *Females, Hispanic Americans, *Minority Groups, Multicultural Education, *Racial Bias, *Sex Bias, Sex Fairness, Social Attitudes, Stereotypes, Womens Studies

This annotated bibliography, which was compiled between December 1977 and July 1979, is designed for workshop leaders and teachers and provides information on resources on the topic of minority group women. It was developed to supplement the teacher-training manual, curriculum guides, filmstrips, and filmstrip user's guides for "Integrating Cultural Diversity into Non-Sex-Biased Curricula," a program to help students understand the status, needs, and contributions of minority group women. This bibliography is divided into five sections: (1) elementary resources; (2) secondary resources; (3) postsecondary and teacher resources; (4) elementary audiovisual resources; and (5) secondary audiovisual resources. Each section is further organized by minority group: American Indian, Asian American, black, Hispanic, and multiracial. Resources listed in sections devoted to elementary and secondary levels are primarily student-learning materials. Included are materials on, as well as by, minority women. Although some of the resources are described as sex- and/or race-biased, these materials can be used in teaching about discrimination and stereotyping. Both nonfiction and fiction works are found in the listings. The section on postsecondary and teacher resources contains a variety of resources which can be used for overview as well as in-depth information on minority women. Films, sound filmstrips, and cassettes are listed in the sections on elementary and secondary audiovisual resources. (JD)

ED 223 390 RC 013 655

LaFromboise, Teresa Davis

Assertion Training With American Indians: Cultural/Behavioral Issues for Trainers.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 82

Contract—400-78-0023

Note—123p.

Available from—New Mexico Center for Rural Education, Publication Department C-1, Box 3-AP - NMSU, Las Cruces, NM 88003 ($11.25 each; price includes postage and handling; 10 or more, 5% discount; 20 or more, 10% discount).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*American Indian Culture, *American Indian Education, *Assertiveness, Behavior, Behavioral Objectives, *Communication (Thought Transfer), Cultural Influences, Postsecondary Education, *Role Perception, Role Training, Secondary Education, Self Determination, Self Esteem

Assertiveness training, a current preferred method of training appropriate communication skills, strives to teach a behavior which enables a person to act in his/her own interests, to express honest feelings comfortably, or to exercise one's own rights without denying the rights of others. Assertion training could be envisioned as an intervention strategy for Indians to create conditions for a new era in which their future is determined by Indian acts and Indian decisions in pursuit of entitlement to services rather than their need for services. Designed to aid educators, human development specialists, and mental health professionals in developing assertion training programs with American Indian people, the manual discusses assertive behavior; elements of Indian culture and Indian thinking; a selected assertion training model composed of instruction, modeling, behavior rehearsal and feedback; application of assertion training to express Indian rights and responsibilities; aspects of communicating messages involving combined influences, perceptions, and interpretations of mutual role expectations of Indian and white and cultural differences. Other chapters discuss Indian non-verbal communications; assertion training with Indian adults; practical and ethical considerations for trainers; and assessment of Indian assertive behavior. Appendices provide references, a workshop agenda, and suggested exercises for assertion training. (Author/ERB)

ED 223 393 RC 013 658

Taylor, William J., Ed.

Mental Health for Native Americans: Program Development and Management.

Northcentral Montana Community Mental Health Center, Great Falls.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date—30 Jan 80

Grant—NIMH-R-08-79-1586; PLD 7223579

Note—65p.; Proceedings of a conference held July 23-25, 1979, in Great Falls, MT.

Pub Type— Collected Works - Proceedings (021) -- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*American Indians, *Cultural Influences, *Delivery Systems, *Mental Health Programs, Nonreservation American Indians, *Program Descriptions, *Program Development, Racial Factors, Reservation American Indians, Resource Allocation, Staff Development, Tribes

Current mental health services for Indian people living on and off the reservation are described for individuals interested in expanding or delivering mental health services to Indian people or in the state of the art. The conference held in July 1979 was established for the purpose of sharing information about successful mental health programs. The first group of programs described are mental health services which have established themselves in a Native American community by making contacts and proving their services reliable with an explanation of planning and development from a range of highly structured needs assessment of timely and spontaneous use of available resources. The second group of programs offer solutions to challenges by evaluating needs, identifying target populations and performing outreach as major elements of service delivery; using these approaches program staff can contract with tribal groups or other health service providers and provide backup to existing programs. Efforts discussed in the last group of programs are suggestions in dealing with prejudice and racism as one element of preventive mental health work and use of inservice training for staff and cultural activities for the community. Other topics summarized and briefly discussed are professionalism, cultural-racial issues, and conceptual orientation. (ERB)

ED 223 403 RC 013 672

Vicenti, Loretta Cordova, R. Rudy

Assessing the Educational Needs of an Indian Community. Occasional Paper Series No. 1.

California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—Mar 82

Note—47p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*American Indian Education, American Indian Reservations, *Community Involvement, Educational Assessment, Elementary Secondary Education, *Evaluation Methods, *Information Utilization, *Language Attitudes, *Needs Assessment

Identifiers—*Jicarilla Apache (Tribe), New Mexico (Dulce)

Experiences and events are presented on determining a successful way of conducting an education needs assessment on the Jicarilla Apache reservation in Dulce, New Mexico, using the following process: (1) identifying needs to devise questions on expressed concerns; (2) analyzing data; and (3) developing a program to correct the concern. The objective of the survey was to update current needs assessment and arrive at an assessment reflecting educational needs of the school, Bureau of Indian Affairs, and the community. Results of the survey created a Language and Culture Committee in the tribe, which appropriated funds for a community-based program in language instruction and the hiring of a teacher-coordinator and two language teachers. Essential points identified to conduct a successful survey were: informing the community on what was happening; utilizing community peo-

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ple; not extending the purpose of the survey; meeting people at their convenience; and carefully selecting interviewers. Events leading to the development of the 67-question needs assessment survey and compiled data from the 530 responses received are fully describes. The complete survey is appended. (ERB)

ED 224 628 RC 013 682

Cavatta, Jerry C., Comp.

New Mexico School District Profile, 1979-80 School Year.

New Mexico State Dept. of Education, Santa Fe. Evaluation, Assessment, and Testing Unit.

Pub Date—Dec 81

Note—201p.

Pub Type— Numerical/Quantitative Data (110)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—American Indians, Anglo Americans, *Educational Assessment, Elementary Secondary Education, Hispanic Americans, Profiles, Rural Schools, School Demography, *School Districts, *School Statistics, Small Schools, *State Surveys, *Student Characteristics, *Teacher Characteristics

Identifiers—*New Mexico

Representing a broad cross section of data bearing on the operation and performance of public schools in New Mexico during the school year 1979-80, the document presents data on school district characteristics, teacher characteristics, pupil characteristics, school finance, high school graduates, American College Testing (ACT) results, and results of standardized testing programs for each school district. An overview of district characteristics is presented in section 1 which includes: the 40-Day Average Daily Membership (ADM) in school districts ranged from 62 to 78,532 students; 46 districts offered bilingual education programs; statewide average in special education was 3.3%; pupil-teacher ratio ranged from a low of 8.1 to a high of 21.0%; average years of teacher experience was 10.5 years; Anglos constituted 73%, Hispanics 24%, and Native Americans 1% of the teacher population. Student characteristics included Anglo students comprised 47%, Hispanics 41% and Native Americans 8%; high school drop-out rate was 9.2%; expenditures per pupil averaged $1,556; 18,334 students graduated; and 47% planned to continue their education beyond high school. Section 2 consists of tables and section 3 contains graphic presentations of data by school district with statewide values displayed. (ERB)

ED 224 629 RC 013 683

Burnaby, Barbara J.

Language in Education among Canadian Native Peoples. Language and Literacy Series.

Ontario Inst. for Studies in Education, Toronto.

Report No.—ISBN-0-7744-0250-4

Pub Date—82

Note—[illegible]de

Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($5.50 each).

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*American Indian Education, *American Indian Languages, *Canada Natives, Elementary Secondary Education, English (Second Language), French, *Language Role, Native Language Instruction, *Reading Readiness, *Second Language Instruction, Second Language Programs

Identifiers—*Canada, French (Second Language)

Intended to provide Native community members, teachers and administrators in Native schools, and teachers in training an overview of current research on language issues relating to Canadian Native education, the book presents general background information on Native peoples in Canada and the education systems that serve them. Existing and potential programs for English/French and Native language development in Native schooling are outlined in terms of language both as a medium and a subject of instruction. Effectiveness of these programs, along with the impact of social use of language on school programs and questions regarding the acquisition of reading skill among Native students, is also discussed. Suggestions and information to assist in community school language decisions, individual school program decisions, school system program design, and the planning of teacher training are also provided. (ERB)

ED 224 631 RC 013 685

Shepard, Gary Cottello, Bill

STARS (Secondary Training for Alaskan Rural Students): Science. Draft Copy

Kodiak Island Borough School District, Alaska.

Spons Agency—Alaska State Dept. of Education, Juneau.

Pub Date—Aug 77

Note—245p.; For related documents, see ED 180 679, and RC 013 686-687. Parts may be marginally legible.

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Alaska Natives, Answer Keys, *Biology, First Aid, Grade 9, Grade 10, High Schools, Human Body, *Instructional Materials, Mechanics (Process), *Rural Education, *Sciences, Teacher Developed Materials, Vocabulary Development, Weather, Workbooks

Identifiers—*Alaska (Kodiak Island), *Secondary Training for Alaskan Rural Students

STARS (Secondary Training for Alaskan Rural Students) materials resulted from extensive rewriting of the Vocational Adult Secondary Training (VAST) materials produced by the British Columbia Department of Education, after those materials had been used with the 9th and 10th graders on Kodiak Island. Revision was done by teachers who had been using the materials and by an experienced Alaskan curriculum materials consultant, and was done specifically for rural Alaskan students. The units are designed so that the average 9th or 10th grader should usually complete all materials in 1 year. The STARS "Science" student workbook covers four units, consisting of human biology, first aid, weather, and simple machines. For each unit there are reading selections, supplemental aids, and activities. A unit test is provided at the end of each unit. Additional reading assignments are made from other reference sources. Answer keys are supplied for the exercises and for the unit tests. (BDR)

ED 224 642 RC 013 696

Rosier, Helen Cody

Ch'at Ba Olta'i Yik'ehgo Na'nitlai (Frog: Teacher's Guide). Book 1.

Native American Materials Development Center, Albuquerque, NM.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Apr 78

Note—237p.; For related documents, see RC 013 697-703.

Available from—Native American Materials Development Center, 407 Rio Grande Blvd, N.W., Albuquerque, NM 87104 ($18.00 each or $25.00 per set).

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*American Indian Education, *Beginning Reading, *Directed Reading Activity, *Language Experience Approach, *Navajo, Phoneme Grapheme Correspondence, *Phonics, Primary Education, Reading Instruction, Reading Programs, Teaching Guides

Designed as a component of the Navajo Bilingual Bicultural Curriculum, "Ch'al" is the first book in a series of three initial readers composed of a teacher's guide and student reader-workbook. Lessons are introduced the second semester of kindergarten or whenever the teacher feels the children are ready to begin reading and should not be longer than 20 minutes with each instructional group consisting of 6 to 10 students. The teacher's guide has two sections: pre-reading lessons and instructions for using the student reader-workbook. The pre-reading lessons are designed to teach children 11 sound/symbol associations in the Navajo language and to give the students experience with blending these sound-/symbol associations into syllables. The pre-reading lessons are taught prior to introducing the children to the reader-workbook. The second section of the guide provides step-by-step instructions for using the student's reader-workbook and contains oral activities for introducing the new sound/symbol associations. Suggested lesson plans in English are provided. (ERB)

ED 224 664 RC 013 718

Bolaz, Sigmund A. Lincoln, Dorothea C.

Combating Student Absenteeism: Strategies for Raising Attendance and Achievement.

Pub Date—Dec 82

Note—10p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, *American Indian Education, *Attendance, *Improvement Programs, Primary Education, Program Development, *Program Effectiveness, Program Implementation, Rural Schools, *Student Participation

Identifiers—*Ganado Primary School Az, Navajo (Nation)

Ganado Primary School on the Navajo Reservation has formulated and implemented an attendance improvement plan which has provided encouraging results. Formulation and implementation of the attendance improvement plan were initiated after reviewing the 1980 attendance registers which indicated the average length of enrollment had been 169 days with students averaging 11 days of absences. An attendance task force was formed to study the problem and to recommend possible solutions for improvement. Recommendations included: identifying high risk students and interviewing their parents to determine their perception of the importance of attending school; undertaking a district-wide effort to reduce factors contributing to frequent absenteeism; and implementing a positive program. The program was designed to recognize both individual and class groups for outstanding attendance records which included a monthly invitation to a special movie; in 9 weeks receiving a ribbon of recognition; and for the year presented with a "Ganado Attendance Star" T-shirt and a certificate at an assembly. At the end of the first year of the attendance program, 22% of the student body accounted for 40% of all absences averaging 9 absences per year and by the end of the third year absences ranged from 3.9% to 2.5%. (ERB)

ED 224 673 RC 013 730

Martin, Charlene, Comp. Charles, Roger, Comp.

Directory to the Native Studies Programs of Universities in Canada and the United States.

Ontario Indian Education Council, Toronto.

Pub Date—Sep 81

Note—96p.

Pub Type— Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*American Indian Education, *American Indian Studies, *College Choice, Colleges, *Degree Requirements, Higher Education, *Program Content, Two Year Colleges, *Universities

Identifiers—*Canada, *United States

The directory, intended to assist Native American students in choosing a university, provides descriptions of native studies programs at 10 Canadian and 15 United States universities. Programs are fundamentally taken directly from the calendars of the respective universities. Criterion for selection was where a calendar clearly identified a program, however small, of native studies. In contrast, universities having native courses but not programs are excluded. The calendar year, address, course descriptions, and degree requirements are provided for each entry. Although most calendars are for the academic year 1981-82, some are a few years older and the programs and/or courses may have changed. Students are encouraged to write to the universities they are interested in to obtain further details on the programs and entrance requirements. Two sources are provided for obtaining complete information on educational and assistance programs for Indian people in the United States. Although community colleges are not described in the directory, the addresses of 27 community colleges which have Indian programs are appended. (AH)

ED 224 675 RC 013 732

Charles, Roger

Report on Legislation on Indian Education.

Ontario Indian Education Council, Toronto.

Pub Date—Jan 81

Note—25p.

Pub Type— Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indian Education, *Canada Natives, Elementary Secondary Education, *Federal Indian Relationship, Federal Legislation, Foreign Countries, Public Schools, State Legislation

Identifiers—Canada, *State Tribal Relationship, *Tribally Controlled Schools

The purpose of the paper is to provide an overview

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of legislation, federal and provincial, affecting Indian education in Canada. Throughout the paper the following developments are noted: under the British North America (BNA) Act, education was put under the jurisdictional control of the provinces while Indians were the responsibility of the Federal Government; the Indian Act now requires the Minister responsible to enter into agreements with the provinces with regard to education; the number of Indian children attending provincial schools has increased considerably over the last 20 years (98.5% of Ontario Indian children attending secondary school are in provincial schools); the dropout rate at the secondary school level is alarmingly high and indications are that Indian-run schools provide a marked improvement in the retention rate of Indian children at the secondary level. Two key problems summarized concerning law, education and the Indian are, first, the law over the years has been applied differently and unfavorably to Indians in regard to education; secondly, legislation affecting Indian education has been written by white men from their point of view, ignoring the cultural perspective of the Indian people. (ERB)

ED 224 676 RC 013 735
An Experience with Language. Fort Smith T.E.P. (Teacher Education Program).
Northwest Territories Dept. of Education, Yellowknife.
Pub Date—81
Note—106p.
Pub Type— Guides - Classroom - Learner (051) — Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*American Indian Education, American Indian Languages, Athapascan Languages, *Canada Natives, *Dialects, Elementary Secondary Education, Foreign Countries, *Learning Activities, *Native Language Instruction, *Teaching Methods
Identifiers—Canada, *Dene (Language), Northwest Territories
The booklet offers activities, language lessons (oral and written), and suggestions from students and teachers participating in the language programs of four dialects of the Dene Language (Loucheux, Slavey, Dogrib, and Chipewyan) spoken in the Northwest Territories. Beginning consonant sounds are also offered for Inuktitut. Suggested activities include using the tape recorder to recite and listen back, color coding activity to learn substitutions and points of departure in sentence structure; drawing maps; or lip reading. Oral language lessons are composed of drills, storytelling, dialogue, and reciting. Written language lessons offered are transcribing, learning diacritical markings, and understanding sentence structure used in the language. Suggestions for teaching are the use of community people for resource people: learning about the pre-operational child and concrete operational child; activities used to observe student readiness; advantages to teaching students in their native tongue; and techniques for teaching the native language. Listed suggestions from students emphasize the importance of speaking their native tongue and preference for the program to last longer than 6 weeks. (ERB)

ED 225 702 RC 013 733
An Assessment of the Post-Secondary Education Assistance Program and the Occupational Skills Training Program. Report.
Ontario Indian Education Council, Toronto.
Pub Date—Mar 81
Note—170p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Adult Vocational Education, *American Indian Education, *Canada Natives, Community Support, *Federal Indian Relationship, Foreign Countries, *Higher Education, *Student Financial Aid
Identifiers—Canada, *Post Secondary Education Assistance Prog (Canada)
In 1980, the Ontario Indian Education Council with the cooperation and assistance of the Association of Iroquois and Allied Indians, Grand Council Treaty No. 3, Grand Council Treaty No. 9, and the Union of Ontario Indians undertook to consult the Indian people of Ontario on the proposed Post-Secondary Education Assistance Program (E-12) guidelines. Twenty-four recommendations reflect the will of the Indian people obtained by various interactions (interviews, workshops, and historical analyses). General recommendations for implementation to the guidelines are: (1) preamble to guidelines should clearly state post-secondary education is a right and not a privilege, and the federal government has responsibility to fund Indian students in higher education; (2) delete residency requirement for eligibility to financial assistance; (3) lengthen time permitted for funding to obtain any degree; (4) submission of student records should not be required to obtain funds; (5) broaden status of student's dependents; (6) describe functions of the Receiving and Sending Counsellor; and (7) the Occupational Skills Training Program should be retained under non-discretionary education funding and training weeks increased to 160. (ERB)

ED 225 748 RC 013 789
Billy Mills Indian Youth Leadership Program: Program Description.
Institute for Career and Vocational Training, Washington, DC.
Pub Date—82
Note—32p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*American Indian Education, Career Planning, *Individual Development, *Leadership Training, *Self Concept, Youth, Youth Problems, *Youth Programs
Identifiers—*Billy Mills Indian Youth Leadership Program
Since 1979, the Billy Mills Indian Youth Leadership Program has attempted to address the special growing up problems related to existence in two cultures of approximately 10,000 Indian youth. The program involves Indian youth in processes and activities that provide opportunities to enhance their self-image; develop their leadership potential; and enable them to make choices to improve the quality of their lives. Major components of the program are local and regional workshops, a high quality Indian youth magazine, and an 800 toll-free line. Increased involvement with the youth at local and regional levels is most cost effective and a dynamic method in reaching more youth. At these levels, most youth are at home where they can be taught to organize and operate programs that respond to their situations and needs. In the course of accomplishing this goal they are involved in processes for personal development, physical fitness, career planning and orientation to the world of work. Also included is a brief history of the program, sample workshop agendas, and a list of sponsors, staff, and advisors with resumes. (ERB)

ED 225 753 RC 013 798
Johnson, Gene, Comp. And Others
Navajo Materials For Classroom Use: K-12 Curriculum Directory (Preliminary Edition).
Rough Rock Demonstration School, AZ. Navajo Curriculum Center.
Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
Pub Date—Sep 81
Note—167p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—American Indian Culture, *American Indian Education, American Indian Languages, Annotated Bibliographies, *Bilingual Instructional Materials, *Cultural Context, Elementary Secondary Education, Instructional Materials, *Native Language Instruction, *Navajo, *Reading Materials
Compiled as part of Title IV-B Materials Development Project at Rough Rock Demonstration School, the bibliography attempts to address: (1) what Navajo-based materials already exist and are available; (2) where Navajo curriculum development is currently taking place; and (3) what needs exist at the present stage of Navajo curriculum development. Materials listed fall into two broad categories: those written primarily in Navajo (132 citations), and those which are bilingual (Navajo-/English) or which are written entirely in English (156 citations). Sections I and II contain information on written materials dated from 1949 to 1981–fiction and non-fiction readers, Navajo-based texts on social studies, science, history, mathematics, physical education, music, and teacher's guides which accompany textual material. Materials are first divided into grade levels, then cited alphabetically by author's last name. Each citation includes author's name, title, date and place of publication, grade level, content of material, graphics, size, recommendations for use, and availability information. Section III provides a directory of 8 major Navajo and Native American audio-visual resources; Section IV lists 14 major periodical publications; Section V contains 129 citations on Navajo and Native American culture and language; and Section VI provides a descriptive listing of 44 curriculum development centers, libraries, museums, and publishers. (ERB)

ED 225 761 RC 013 806
Clever, George
A Mathematics Clinic for University Students.
Pub Date—82
Note—12p.
Pub Type— Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—American Indians, *College Mathematics, *College Students, Diagnostic Teaching, Higher Education, *Individualized Instruction, *Learning Laboratories, Mathematics Achievement, Mathematics Education, *Mathematics Instruction, Teaching Methods
Four interference factors to math learning are poor or no instruction, low motivation, inappropriate learning theory, and physiological learning dysfunction. The math clinic, a teaching-learning strategy, uses diagnostic teaching skills and various learning rates for math studies. Instruction is matched to the student from information provided by diagnostic tests, learning behavior knowledge, and sensory population data. Lessons may be assigned by the teacher, using material from one or a combination of learning systems, i.e., an individualized laminated system, computer-video screen instruction, teacher-centered lecture, discovery lessons, small peer taught lessons, and individual reading and research. A typical university instructional model in mathematics includes large lecture classes, non-English-speaking teaching assistants, self-taught American Indian students, and tutored problem study labs. Students find math resource centers crowded, impersonal, staffed by foreign nationals graduate students, and unable to go beyond review of a particular problem solving strategy. The university mathematics study model uses a survey and diagnostic placement test in conjunction with the ACT-SAT math scores for math class or clinic placement and individualized instructional systems (i.e., video tape lectures, computer assigned instruction, math text and reference library, games, films, diagnostic teacher-tutors). Students enrolled prepare a math course or complete a math course for credit. (NQA)

ED 225 763 RC 013 808
Clever, George
The Native American Dean: Two Shirts in Conflict.
Pub Date—82
Note—8p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Administrator Responsibility, *Administrator Role, *American Indians, College Administration, *Deans of Students, Higher Education, *Role Conflict, *Role Perception, *Student Teacher Relationship
Native American deans are at war with themselves daily trying to represent the Native American community, the university, and themselves. Native American deans counsel all students, monitor the students' academic performance, bring programs to the Culture Center, manage a discretionary budget for Native American programs, and do administrative duties (e.g., committees, teach an occasional class, research student achievement, and other office management). Native American deans become victims of gossip, character assassination, and short job tenure. Students need advocates of their concerns before university decision-makers. The relatively short time students spend on campus presents a severe restriction on petition for change. Yet, the Native American administrator has the dual responsibility of protecting university interests. Divide and conquer is applied regularly to minority staff over policy conflicts. Native American issues which are obvious and hidden include a European curriculum that discriminates by omission; a student split on the need for an American studies program; and a highly selective admission and non-existent minority influence in the process. Hidden agendas for Native American students include loneliness and not knowing who, among the student body, is really Indian. What students experience at the university,

Native American deans have also experienced. (NQA)

ED 225 764 RC 013 809
Swisher, Karen
Attitudes of Parents and Teachers of American Indian Children toward Multicultural Education.
Pub Date—Mar 82
Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 22, 1982).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indian Education, American Indians, *Comparative Analysis, Elementary Education, *Multicultural Education, *Parent Attitudes, *Teacher Attitudes
The relationship between Indian education and multicultural education was studied via an exploration of the literature and a survey of a random sample of 50 parents and the total teacher population (n=18) of Standing Rock Community Elementary School, Fort Yates, North Dakota. A 30-item attitude scale with a reliability coefficient of .89 was administered personally to the 50 parents and in a group setting to the 18 teachers. Conclusions based on the statistical treatment of the data gathered for this study indicated a difference between parents and teachers in their attitude toward the concept of multicultural education in their school (grades K-6). Teachers' attitudes were more positive toward such a program than parents, with their attitudes and experience being the two variables which must be considered when drawing conclusions about this differences. Although age and sex did not produce any statistical differences in parent attitudes, differences were found in location of residence of parents, degree of Indian blood, tribal enrollment of parents' and parents level of education. In conclusion, the findings did not provide a definitive answer to the question, but they provided a set of comparative answers suggesting which groups were more favorably disposed than others to the concept of multicultural education. (AH)

ED 225 765 RC 013 810
Brod, Rodney L. McQuiston, John M.
American Indian Adult Education and Literacy: Some Findings of the First National Survey and Their Implications for Educational Policy.
Pub Date—Apr 82
Note—38p.; Paper presented at the Meeting of the Pacific Sociological Association (San Diego, CA, April, 1982).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Literacy, Adults, Alaska Natives, *American Indian Education, *Educational Assessment, *Educational Attainment, Educational Status Comparison, *Eskimos, Hawaiians, High School Graduates, Interviews, National Surveys
Identifiers—*Aleut (Tribe)
The National Indian Management Service of America, Inc. (NIMS), a nonprofit, Indian owned and controlled consulting firm was funded over a 3-year period (1977-1980) by the U.S. Office of Education/Office of Indian Education to conduct the first national study identifying and accurately describing the extent of problems of illiteracy and the lack of high school completion among adult American Indians, Aleuts, and Eskimos. To achieve a national sample representative of American Indian adults, research included data derived from cluster samples of counties (census districts in Alaska and Hawaii) throughout the United States. Structured home interviews provided information on functional literacy, educational attainment, and social situations of adult Indians, and descriptions of federal and state supported programs providing adult education services were also obtained. Results of this study have important implications for the future of Indian education. For the first time in history, a national data base accurately assessing the functional literacy, educational attainment, and expressed needs of American Indian adults is available to assist educators, legislators, tribal decision-makers, and others in their efforts obtain better educational quality and more Indian self-determination, and to achieve the goals, purposes, and funding levels necessary to enhance the educational programs of all Indians, Aleuts, and Eskimos of this nation. (Author/AH)

ED 225 785 RC 013 830
Hirschfelder, Arlene B.
American Indian Stereotypes in the World of Children: A Reader and Bibliography.
Pub Date—82
Note—312p.
Available from—Scarecrow Press, Inc., P.O. Box 656, Metuchen, NJ 08840 ($17.50).
Pub Type— Reference Materials - Bibliographies (131)
Document Not Available from EDRS.
Descriptors—*American Indians, Annotated Bibliographies, Athletics, *Childhood Attitudes, Childrens Literature, *Cultural Images, Elementary Secondary Education, *Ethnic Stereotypes, Media Research, Role Perception, *Textbook Bias, *Toys
Created to try to shock people into realizing that a child's world is supersaturated with hundreds of images of savage, noble, lazy, or nonhuman Indians that obscure, misrepresent, and render trivial the rich cultures and histories of Native Americans, the reader is intended for early childhood, elementary, and secondary educators and general public. Selected articles are presented that spell out the attitudes of children about Indians, explain the emergence of the Plains Indian stereotype, scrutinize in detail the images of Indians in children's story and text books, analyze toy Indian imagery, describe the misuse of Native American religion and customs in YMCA programs, and report on sports teams with Indian names and derogatory mascots. Following the reader is an annotated bibliography that contains over 125 books and articles that deal with the images of Indians in the world of children and adults. The studies listed examine the imagery in art, literature, social sciences, children's story and text books, movies, television, European literature, and other fields. A shorter section of articles, books, and curricular materials suggests ways to correct the inauthentic, offensive, and unreal images of Indians. (Publisher)

ED 225 787 RC 013 835
East, Cynthia Ellen
The Cultural Impact In Native American Education.
Pub Date—Oct 82
Note—66p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, *American Indian Education, Anglo Americans, Annotated Bibliographies, Cultural Awareness, *Cultural Differences, *Educational History, *Educational Innovation, Elementary Secondary Education, Federal Indian Relationship, Resource Materials, Self Determination, Teacher Education
Identifiers—Navajo (Nation)
The main part of the study examines literature concerning Native American education in the United States, with most studies pertaining to the Navajo tribe; however, Canadian studies are also included. The first section, following the introductory material, is an annotated bibliography of materials developed between 1955 and 1981 which address the following: history and progress of Native American education (14 citations); cultural and learning differences that hinder the Native American student (27 citations); and new ideas for Native American education (29 citations). The summary encompasses cultural differences that affect educational progress, teacher education programs which emphasize cultural awareness, government role in Indian education, and programs that are currently addressing these problems. A conclusion discussing the impact of the Self-Determination Act and the Indian Eduction Act; a 72-item bibliography addressing Native American education; and an appendix containing a chronology of pivotal dates in Indian education (1568-1975), tips for teachers, tips for Anglos, and Indian agencies, conclude the document. (AH)

ED 225 788 RC 013 836
Program Management.
United Tribes Educational Technical Center, Bismarck, N.D.
Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
Pub Date—82
Contract—300-82-0025
Note—23p.; For related documents, see RC 013 837-841.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Guides, *Administrator Responsibility, *American Indian Education, Federal Programs, *Federal Regulation, Guidelines, Problem Sets, *Program Administration, *Program Budgeting, Program Evaluation, Program Implementation, Records (Forms), School Districts
Identifiers—*Indian Education Act 1972 Title IV, Parent Committees
The program management guide to Title IV Indian Education projects acquaints participants with program management concepts relative to application forms and encourages the development of management plans and objectives. Sections provide discussions, charts, and examples for the following: regulatory authorities, administrative organizational systems; managerial responsibilities, and managerial planning aides. Specific sections include: an overview of project management responsibilites, planning-programming-budgeting system, flow chart techniques, information management, physical resources management, monitoring project activities, and project management timeline. Appendices contain: a cross-reference with federal regulations to use in designing a management plan, a description of Title IV budget formulation, a list of responsibilities of the local educational agency and of the parent committee in the operation of a project, and hints for setting up and maintaining a file system. (AH)

ED 225 789 RC 013 837
Program Design.
United Tribes Educational Technical Center, Bismarck, N.D.
Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
Pub Date—82
Contract—300-82-0025
Note—26p.; For related documents, see RC 013 837-841.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Guides, American Indian Education, Coordination, *Evaluation Methods, Federal Programs, *Federal Regulation, Guidelines, Integrated Activities, Needs Assessment, *Organizational Objectives, *Program Design, *Records (Forms), School Districts
Identifiers—*Indian Education Act 1972 Title IV, Parent Committees
Regulations pertaining to project design of Title IV Indian Education Act projects are described in this guide. In addition to being helpful and giving each project a standard format to follow, the guide also includes examples of required and suggested forms. Each of the seven components of program design (needs, goals, objectives, activities, plans for administration, consultation, and coordination) are described/defined in detail. (AH)

ED 225 790 RC 013 838
Needs Assessment.
United Tribes Educational Technical Center, Bismarck, N.D.
Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
Pub Date—82
Contract—300-82-0025
Note—19p.; For related documents, see RC 013 836-841.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Guides, *American Indian Education, *Educational Assessment, Federal Programs, *Federal Regulation, Guidelines, *Needs Assessment, *Program Implementation, *Records (Forms), School Districts
Identifiers—*Indian Education Act 1972 Title IV, Parent Committees
The guide discusses conducting a needs assessment of Title IV Indian Education Act projects. Materials to be used in a workshop presentation are provided, i.e., a chart depicting project design built on accurate needs; a list of eight steps on how to conduct a needs assessment; a list of seven steps to needs assessment (whom, what, how, etc.); needs statements form (what is versus what should be); a suggested format (form) for describing needs of Indian students; a checklist of what a needs assessment section of a proposal should include; a sample

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form for compiling comparative needs assessment results from school records; needs assessment worksheet; and a compiled list of items in the Federal Register which refer to the needs assessment section of Title IV, Parts A, B, and C. (AH)

ED 225 791 RC 013 839
Conducting Meetings.
United Tribes Educational Technical Center, Bismarck, N.D.
Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
Pub Date—82
Contract—300-82-0025
Note—9p.; For related documents, see RC 013 836-841.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indian Education, Check Lists, Federal Programs, Guidelines, *Meetings, *Parliamentary Procedures
Identifiers—*Indian Education Act 1972 Title IV, *Parent Committees
Written for anyone interested in what makes a meeting run smoothly (and what doesn't), the guide for conducting meetings is divided into the following sections: the chairperson (his/her responsibilities, preparing an agenda, organizing discussions); the meeting (quorums, discussions, points of order, and clarification); the motion (making the motion, discussing it, amending it, voting on it, adjourning, different kinds of votes); the order of business (minutes, committee reports, unfinished business, nominations and elections, new business). In addition, the guide contains a section on taking minutes. Emphasizing that the more informed the member of a group, the more productive the meeting, the guide attempts to relate the elements of a meeting in such a way that every member of the group has an opportunity to be informed. (AH)

ED 225 792 RC 013 840
Parent Committee and Local Educational Agency (LEA).
United Tribes Educational Technical Center, Bismarck, N.D.
Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
Pub Date—82
Contract—300-82-0025
Note—15p.; For related documents, see RC 013 836-841.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indian Education, Elementary Secondary Education, Federal Programs, *Federal Regulation, *Parent Participation, *Parent Responsibility, *School Districts
Identifiers—*Indian Education Act 1972 Title IV, *Parent Committees
The Indian Education Act is the only federal program that specifies parent committees rather than parent advisory committees, vesting specific responsibilities and right to consultation, review, and approval upon the parent committees. Thus it is imperative that parent committee members understand these rights and responsibilities and become involved in all levels of project development from needs assessment, to monitoring of activities and the evaluation of the project. They must be consulted regularly and be involved in the operation of the project. This guide outlines the rules and regulations concerning) parent committees and local education agencies as provided for in federal regulations. (AH)

ED 225 793 RC 013 841
Evaluation and Writing Objectives.
United Tribes Educational Technical Center, Bismarck, N.D.
Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
Pub Date—82
Contract—300-82-002[illegible]
Note—20p.; For re[illegible] documents, see RC 013836-840.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Guides, *American Indian Education, Federal Programs, *Federal Regulation, Formative Evaluation, Guidelines, Needs Assessment, *Organizational Objectives, *Program Evaluation, Records (Forms), School Districts, *Summative Evaluation
Identifiers—*Indian Education Act 1972 Title IV, Parent Committees
The guide discusses the federal regulations that require program evaluation of Title IV Indian Education Act projects. Sections provide examples of Title IV evaluation in terms of needs, goals, objectives, activities, and evaluations; definitions of each of the aforementioned; examples of how to write product objectives; pointers about product evaluation; process evaluation (activities, timeline, persons(s) responsible); suggested format for project process evaluation; a discussion of regulations; development of the final independent evaluation report; description of the evaluation; description of project; results of evaluation; recommendations; and a chart depicting the use of an evaluation report. (AH)

ED 225 794 RC 013 842
Bashshur, Rashid
Technology Serves the People: The Story of a Co-operative Telemedicine Project by NASA, the Indian Health Service and the Papago People. STARPAHC.
Indian Health Service (PHS), Tucson, AZ. Office of Research and Development.
Pub Date—80
Note—115p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-028-00009-0).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Agency Cooperation, *American Indian Reservations, *Delivery Systems, *Medical Services, Program Development, Rural Areas, *Telecommunications
Identifiers—*Papago (Tribe), Papago Indian Reservation AZ, *STARPAHC Project, Telemedicine
In the story of STARPAHC (Space Technology Applied to Rural Papago Advanced Health Care) the genesis of the telemedicine concept at NASA is traced; a brief account of the history of the Indian Health Service (IHS) and the activities of the Office of Research and Development (ORD) are given; the culture and aspirations of the Papago people are presented; and the basic processes leading to the design, implementation, and evaluation of this project are described. The primary purpose has been to document the historical evolution of STARPAHC as an example of a successful co-operative project that involved the confluence of several organizations and groups, including NASA, IHS/ORD, and the Papago. The most striking aspect of this project was that it used advanced space age telecommunications technology to bring health care to remote parts of the Papago Reservation. (ERB)

Journal Resumes

EJ 238 623 EA 513 751
Havighurst, Robert J.
Indian Education: Accomplishments of the Last Decade.
Pub Date—Jan81
Available from—Reprint: UMI
Journal Cit—Phi Delta Kappan; v62 n5 p329-31 Jan 1981
Pub Type— Journal Articles (080) — Opinion Papers (120)
Descriptors—Alaska Natives, *American Indian Education, Educational History, Elementary Secondary Education, *Federal Indian Relationship, Federal Legislation, Higher Education, *Tribal Sovereignty
The decade of the 1970s witnessed major achievement by Native Americans in the area of self-determination of the structure and content of their education system. (Author)

EJ 241 646 UD 508 263
Medicine, Bea
American Indian Family: Cultural Change and Adaptive Strategies.
Pub Date—81
Journal Cit—Journal of Ethnic Studies; v8 n4 p13-23 Win 1981
Pub Type— Journal Articles (080) — Information Analyses (070) — Opinion Papers (120)
Descriptors—American Indian Culture, *American Indians, *Differences, *Ethnic Stereotypes, *Family Characteristics, Family Life, *Family Structure, *Social Influences, Social Science Research
Criticizes sociological research and writing on the American Indian family for not acknowledging variety in family characteristics among different nations. Discusses the negative effects of racism on Indian family structure. (GC)

EJ 242 867 RC 504 180
Tippeconnic, John W., III
Current Indian Education Issues.
Pub Date—Jan81
Available from—Reprint: UMI
Journal Cit—Journal of American Indian Education; v20 n2 p1-3 Jan 1981
Pub Type— Journal Articles (080) — Opinion Papers (120)
Descriptors—*American Indian Education, American Indians, Bilingual Education, Community Involvement, *Educational Finance, *Educational Quality, Elementary Secondary Education, *Federal Indian Relationship, Tribal Sovereignty, Trust Responsibility (Government)
Identifiers—*Tribally Controlled Education
Anticipated budget cuts will challenge Indian educators to maintain and improve educational quality with less funding. Academic standards, staffing, in-service and preservice training and the possible consolidation or elimination of supplemental programs are items of concern. (CM)

EJ 242 868 RC 504 181
Tigges, Linda Zastrow, Leona M.
An Evaluation of the Santa Clara Pueblo Headstart Program: Alternative Model for Program Evaluation of Cultural Based Communities.
Pub Date—Jan81
Available from—Reprint: UMI
Journal Cit—Journal of American Indian Education; v20 n2 p4-12 Jan 1981
Pub Type— Journal Articles (080) — Reports - Evaluative (142)
Descriptors—American Indian Culture, *American Indian Education, American Indians, *Cultural Education, *Evaluation Methods, Models, Nonformal Education, *Preschool Education, *Program Evaluation, Relevance (Education)
Identifiers—Head Start, *Project Head Start, *Santa Clara Pueblo NM, Tribally Controlled Education
The constraints-needs model used as a basis for evaluating the Santa Clara Pueblo Headstart Program served to protect both the client group and the evaluators from unrealistic expectations and provided a more useful outcome. The evaluation was successful and its results reflected the culture and needs of the tribe. (CM)

EJ 242 869 RC 504 182
Noley, Grayson B.
Historical Research and American Indian Education.
Pub Date—Jan81
Available from—Reprint: UMI
Journal Cit—Journal of American Indian Education; v20 n2 p13-18 Jan 1981
Pub Type— Journal Articles (080) — Opinion Papers (120)
Descriptors—*American Indian Education, American Indians, *Cultural Background, *Historiography, History, Information Sources, *Nonformal Education, *Social History
Identifiers—*American Indian History, Tribally Controlled Education
American Indian historians are best equipped to shape a much needed reconstruction of the cultural and societal processes that shaped pre-Columbian American Indian education. An accurate view of these systems is important to the adequate consideration of current American Indian educational needs. (CM)

EJ 243 747 CS 725 285
Vugrenes, David E.
North American Indian Myths and Legends for Classroom Use.
Pub Date—Mar81
Available from—Reprint: UMI
Journal Cit—Journal of Reading; v24 n6 p494-96 Mar 1981
Pub Type— Journal Articles (080) — Reference Materials - Bibliographies (131) — Guides - Classroom - Teacher (052)
Descriptors—*American Indian Literature, *Cultural Awareness, Cultural Differences, Elementary Secondary Education, Folk Culture, *Legends, *Mythology, Reading Materials
Provides an annotated list of resources for a unit on American Indian myths and legends. All of the listed materials were written by American Indian authors, set down in print as told by various tribal story tellers, or gathered by respected authorities on the American Indian. (AKM)

EJ 245 042 UD 508 418
Lutz, Frank W. Barlow, Donald A.
School Boards and the Process of Native American Influence on the Education of Native American Children.
Pub Date—81
Journal Cit—Journal of Educational Equity and Leadership; v1 n2 p90-97 Win 1981
Pub Type— Journal Articles (080) — Opinion Papers (120) — Reports - Research (143)
Descriptors—*American Indian Education, *American Indian Reservations, *Boards of Education, *Community Characteristics, *Decision Making, Elementary Secondary Education
Identifiers—*Coeur d Alene Reservation
Using Becker's sacred/secular community type continuum and Bailey's concepts of elite/arena council behavior, examined the educational decision making process on the Coeur d'Alene Indian reservation in Idaho. Discusses implications for American Indian education. (GC)

EJ 245 079 UD 508 455
Kerbo, Harold R.
College Achievement among Native Americans: A Research Note.
Pub Date—Jun81
Available from—Reprint: UMI
Journal Cit—Social Forces; v59 n4 p1275-80 Jun 1981
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—*Academic Achievement, *American Indians, *College Students, Ethnicity, Grade Point Average, *Identification (Psychology), *Predictor Variables, Social Integration, *Success, Whites
Data on cultural factors and academic success of Native American college students suggest that the predictors of grade point average among these students are different from predictors for Whites. The

best independent predictors for Native Americans are degree of identification and social integration with Whites. (Author/GC)

EJ 246 130 PS 510 488
Borenzweig, Judy Wilmshurst, Ann
Learning Kits for Young Native-Americans.
Pub Date—May81
Journal Cit—Young Children; v36 n4 p18-23 May 1981
Pub Type— Journal Articles (080) — Reports - Descriptive (141)
Descriptors—*American Indians, *Cognitive Development, Home Visits, *Infants, *Instructional Materials, Parent Participation, Preschool Education, Program Development
Identifiers—*Toddlers, Tribal American Children Center Schools
Describes the development and nature of learning kits used in the infant/toddler program of Tribal American Children Center Schools. A rationale and a guide for using the learning kits are offered. (Author/RH)

EJ 246 209 RC 504 234
Drake, Jackson M. Mangini, Margaret A.
School Board Training at Blackwater: A Process with a Product.
Pub Date—May81
Available from—Reprint: UMI
Journal Cit—Journal of American Indian Education; v20 n3 p7-12 May 1981
Pub Type— Journal Articles (080) — Reports - Descriptive (141)
Descriptors—*American Indian Education, American Indians, *Board of Education Policy, *Boards of Education, *Program Development, School District Autonomy, *Training, Training Objectives, Tribal Sovereignty
Identifiers—*Blackwater Community School AZ, *Contract Schools, Maricopa (Tribe), Pima (Tribe)
Consultants from Arizona State University and the Principal and Board of Trustees of the Blackwater Community School teamed together as partners and engaged in a process of school board training institutes endorsed by Public Law 95-561 which resulted in a policies and procedures manual for the operation of the school. (Author/CM)

EJ 246 210 RC 504 235
Sawyer, Thomas M.
Indian Students' Study Habits and Attitudes.
Pub Date—May81
Available from—Reprint: UMI
Journal Cit—Journal of American Indian Education; v20 n3 p13-17 May 1981
Pub Type— Journal Articles (080) — Reports - Evaluative (142)
Descriptors—*American Indian Education, American Indians, Anglo Americans, *College Students, *Educational Background, Emotional Problems, Higher Education, *Measures (Individuals), Rural Areas, *Student Attitudes, *Study Habits
Identifiers—*Inventory of Study Habits and Attitudes, Northern Montana College
Study results indicated that: (1) male Indian students suffer little test anxiety or study stress, and their study habits are influenced by their motivation; (2) female Indian students worry about studying and have difficulty budgeting time; (3) Indian and White students from rural backgrounds are unskilled in note taking. (CM)

EJ 246 212 RC 504 237
Edgewater, I. Linda
Stress and the Navajo University Students.
Pub Date—May81
Available from—Reprint: UMI
Journal Cit—Journal of American Indian Education; v20 n3 p25-31 May 1981
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—*Acculturation, American Indian Education, *American Indians, *College Students, Cultural Differences, *Ethnicity, Higher Education, *Self Concept, *Stress Variables
Identifiers—*Navajo (Nation)
Navajo college students face the same stresses as White students. Navajo students must also cope with the dilemma of cultural beliefs, values, and self-concepts and with deciding whether to assimilate with the White culture or to maintain traditional cultural ties. (Author/CM)

EJ 246 705 CG 520 729
Epperson, Douglas L. Hammond, D. Corydon
Use of Interest Inventories with Native Americans: A Case for Local Norms.
Pub Date—May81
Available from—Reprint: UMI
Journal Cit—Journal of Counseling Psychology; v28 n3 p213-20 May 1981
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—Adolescents, *American Indians, Career Exploration, Children, Comparative Analysis, *Cultural Differences, *Interest Inventories, Local Norms, *Norms, Sex Differences
Identifiers—*Kuder General Interest Survey (Form E)
Examined the appropriateness and usefulness of Kuder's General Interest Survey, Form E, with a homogeneous Native American population by comparing the distribution of scores obtained by ninth-grade Native Americans with norms provided in the manual. Results suggest using local norms for interpretations with such homogeneous and divergent cultural groups. (Author)

EJ 247 622 PS 510 615
Ashby, Vicki R.
Foster Grandparents Teach Indian Lore and Language.
Pub Date—81
Available from—Reprint: UMI
Journal Cit—Children Today; v10 n3 p16-17 May-Jun 1981
Pub Type— Journal Articles (080) — Reports - Descriptive (141)
Descriptors—*Adolescents, American Indian Culture, *American Indians, Cultural Education, *Folk Culture, *Foster Family, *Grandparents, *Preschool Children
Identifiers—*Foster Grandparent Program
Describes the Tulalip and Klallam Indian Tribal Centers in Washington State, where older tribespeople participate in a foster grandparent program teaching Indian folklore to preschool and junior high school age children. (Author/CM)

EJ 248 614 EC 133 656
Reschly, Daniel J.
Evaluation of the Effects of SOMPA Measures on Classification of Students as Mildly Mentally Retarded.
Pub Date—Jul81
Available from—Reprint: UMI
Journal Cit—American Journal of Mental Deficiency; v86 n1 p16-20 Jul 1981
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—American Indians, Blacks, *Classification, Hispanic Americans, *Mild Mental Retardation, *Minority Groups, Student Evaluation, *Test Bias
Identifiers—*System of Multicultural Pluralistic Assessment
Application of the System of Multicultural Pluralistic Assessment Adaptive Behavior Inventory for Children and Estimated Learning Potential measures for 149 White, 128 Black, 125 Hispanic, and 122 Native American Papago students sharply reduced the number and percentages of children eligible for mild mental retardation classification in all sociocultural groups. (Author)

EJ 249 059 JC 502 612
Winchell, Dick G. And Others
Tribal Management Programs: A Response to the Vocational Needs of Native Americans.
Pub Date—81
Available from—Reprint: UMI
Journal Cit—Community College Review; v9 n1 p46-49 Sum 1981
Pub Type— Journal Articles (080) — Reports - Descriptive (141)
Descriptors—Administrator Education, *American Indians, *Community Colleges, *Leadership Training, *Local Government, Program Descriptions, *Tribes, Two Year Colleges
Identifiers—*Scottsdale Community College AZ, *Tribal Government
Describes a program at Scottsdale Community College in Arizona which offers training and curricula in tribal management, planning, and administration for Native American students. Looks at needs for tribal management, the community college's role, and program development. (AYC)

EJ 250 054 IR 509 336
Brookes, B. C.
A Critical Commentary on Leimkuhler's 'Exact' Formulation of the Bradford Law.
Pub Date—Jun81
Journal Cit—Journal of Documentation; v37 n2 p77-88 Jun 1981
Pub Type— Journal Articles (080) — Opinion Papers (120) — Reports - Research (143)
Descriptors—Bibliographies, *Citations (References), Comparative Analysis, *Mathematical Formulas, *Research Methodology, Scholarly Journals, *Social Science Research, Statistical Data, *Statistical Distributions
Identifiers—*Bradford Law of Scatter
Argues that the application of Bradford's original formulation to Leimkuhler's choice of bibliographic citations more closely fits the statistical data than does his own. Operational research techniques are assailed as inadequate and wasteful to the needs and purposes of the social sciences. Six references are provided. (RAA)

EJ 250 215 PS 510 755
Johnson, Barbara Brooks
The Indian Child Welfare Act of 1978: Implications for Practice.
Pub Date—81
Available from—Reprint: UMI
Journal Cit—Child Welfare; v60 n7 p435-46 Jul-Aug 1981
Pub Type— Journal Articles (080) — Opinion Papers (120)
Descriptors—*Administrative Principles, *Adoption, *American Indians, Child Welfare, *Family (Sociological Unit), *Federal Legislation, *Foster Homes, Minority Groups, Public Policy
Identifiers—*Indian Child Welfare Act 1978
Discusses the Indian Child Welfare Act of 1978 (ICWA), intended to stabilize Indian families by reducing the number of Indian children placed in non-Indian adoptive or foster homes. The act established minimum federal standards for removal of Indian children and outlined procedures that aid their placement in homes reflecting Indian culture. (Author/DB)

EJ 250 216 PS 510 756
Kirkness, Verna J.
The Education of Canadian Indian Children.
Pub Date—81
Available from—Reprint: UMI
Journal Cit—Child Welfare; v60 n7 p447-55 Jul-Aug 1981
Pub Type— Journal Articles (080) — Opinion Papers (120)
Descriptors—*American Indians, *Canada Natives, *Educational Malpractice, *Educational Policy, Educational Principles, Foreign Countries, *Government Role, School Desegregation, *Tribal Sovereignty
Identifiers—Canada
Canadian Indians have developed policy statements based on the educational principles of parental responsibility and local control. Many social problems affecting Canadian Indians are attributed to ineffectual educational systems alien to Indian cultures. Topics discussed include traditional community education, repressive boarding and day school education, and repressive governmental education of Canadian Indians. (Author/DB)

EJ 250 238 RC 504 320
Lockart, Barbetta
Historic Distrust and the Counseling of American Indians and Alaska Natives.
Pub Date—81
Journal Cit—White Cloud Journal of American Indian/Alaska Native Mental Health: v2 n3 p31-34 1981
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—Alaska Natives, *American Indians, *Counseling Effectiveness, *Counseling Techniques, *Counselor Characteristics, *Counselor Client Relationship, *Credibility
Since establishment of trust is crucial to counseling relationships, American Indian distrust of non-Indians must be dealt with for successful counseling. Available from: White Cloud Center, Gaines Hall UOHSC, 840 Southwest Gaines Road, Portland, OR 97201. (CM)

EJ 250 623 UD 508 627
Johnston, Thomas F.

Stylistic Change in Classroom Native Music.
Pub Date—81
Journal Cit—Journal of Ethnic Studies; v9 n2 p39-52 Sum 1981
Pub Type— Journal Articles (080) — Reports - General (140)
Descriptors—American Indian Culture, *American Indians, *Music Education, Teaching Methods
Discusses the teaching of native music in classes for Native Americans. Highlights the ways in which changes in musical style evolve and the disparities between the teaching process and the music itself. Suggests methods for successfully uniting process and product. (MK)

EJ 250 758 AA 533 465
Burns, Mary T.
A Papago Maze.
Pub Date—Oct81
Available from—Reprint: UMI
Journal Cit—Music Educators Journal; v68 n2 p41-45 Oct 1981
Pub Type— Journal Articles (080) — Reports - Descriptive (141) — Guides - Classroom - Teacher (052)
Descriptors—*American Indian Culture, Bands (Music), *Cultural Background, Curriculum Development, Motivation Techniques, *Music Education, Reservation American Indians, Secondary Education, *Student Characteristics, *Student Motivation
Identifiers—*Papago (Tribe)
The author first encountered Papago Indian culture when she became band director at a reservation school. She describes her attempts to bridge the culture gap, to communicate with and motivate her music students, and to adapt the music curriculum to their culture and educational needs. (SJL)

EJ 251 996 CG 521 301
Dauphinais, Paul And Others
Effects of Race and Communication Style on Indian Perceptions of Counselor Effectiveness.
Pub Date—Sep81
Available from—Reprint: UMI
Journal Cit—Counselor Education and Supervision; v21 n1 p72-80 Sep 1981
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—Adolescents, *American Indians, *Counseling Effectiveness, *Counseling Techniques, *Counselor Characteristics, Nondirective Counseling, *Racial Attitudes, Secondary Education, Verbal Communication
Studied American Indian high school students (N = 102) who rated seven dimensions of perceived counselor credibility and utility. Results indicated Indian counselors were perceived as more effective than non-Indian counselors and that the nondirective, verbal response style was rated as less effective than either a directive or a cultural/experimental style. (Author)

EJ 253 286 AA 533 703
Vandervelde, Marjorie
Young Artists of Alaska.
Pub Date—Dec81
Available from—Reprint: UMI
Journal Cit—School Arts; v81 n4 p42-43 Dec 1981
Pub Type— Journal Articles (080) — Reports - Descriptive (141)
Descriptors—*Art Education, *Correspondence Study, *Creative Writing, Elective Courses, Eskimos, Program Descriptions, *Rural Education, Secondary Education, *State Programs
Identifiers—*Alaska, *Centralized Correspondence Studies Program AK
Discusses Alaska's Centralized Correspondence Studies program which offers arts electives to the state's rural, isolated, secondary students. Examples of student art work and poetry are included. (SJL)

EJ 254 812 CG 521 708
LaFromboise, Teresa And Others
Verbal Indicators of Insincerity as Perceived by American Indians.
Pub Date—Jan81
Available from—Reprint: UMI
Journal Cit—Journal of Non-White Concerns in Personnel and Guidance; v9 n2 p87-94 Jan 1981
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—*American Indians, *Counseling Effectiveness, Counseling Techniques, Counselor Attitudes, *Counselor Client Relationship, Counselor Evaluation, *Credibility, Cultural Awareness, Social Bias, *Verbal Communication
Identifiers—*Trust
Suggests that counselors should be aware of verbal cues which promote distrust and prevent effective counseling of American Indians. Indians rated attempts to show affinity, use of stereotypes, and denial of ethnic differences as indicators of perceived insincerity. Urges further research on minority clients' preferred verbal response style. (JAC)

EJ 255 288 RC 504 399
Hewes, Dorothy W.
Those First Good Years of Indian Education: 1894-1898.
Pub Date—81
Available from—Reprint: UMI
Journal Cit—American Indian Culture and Research Journal; v5 n2 p63-82 1981
Pub Type— Journal Articles (080) — Information Analyses (070)
Descriptors—*American Indian Education, American Indians, Boarding Schools, *Curriculum Development, *Educational History, *Educational Innovation, *Federal Indian Relationship, *Open Education, Teacher Attitudes
Identifiers—Froebel (Friedrich), *Hailmann (William N)
As Superintendent of Indian Schools from 1894 through 1897, William Hailmann incorporated into the curriculum his "New Education," a system based on the philosophy of Friedrich Froebel and similar to modern "open education" and to some current model programs in Indian education. (CM)

EJ 255 315 RC 504 426
Leap, William L.
Does Indian Math (Still) Exist?
Pub Date—Jul81
Journal Cit—Journal of the Linguistic Association of the Southwest; v4 n2 p196-213 Jul 1981
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—American Indian Education, American Indian Languages, *American Indians, *Cultural Background, Elementary Secondary Education, *Mathematical Concepts, *Mathematical Vocabulary, *Mathematics Anxiety, Mathematics Education
Explores aspects of math avoidance 'syndrome' among elementary and secondary students of American Indian and Alaskan Native backgrounds, emphasizing the role of linguistic factors and familiarity with traditional tribal strategies for mathematical problem solving. Available from Linguistic Association of the Southwest, Department of English, University of Houston, Houston, TX 77004. (NEC)

EJ 255 326 RC 504 437
Reyhner, Jon Allan
The Self-Determined Curriculum: Indian Teachers as Cultural Translators.
Pub Date—Nov81
Available from—Reprint: UMI
Journal Cit—Journal of American Indian Education; v21 n1 p19-23 Nov 1981
Pub Type— Journal Articles (080) — Opinion Papers (120)
Descriptors—Acculturation, American Indian Culture, *American Indian Education, American Indians, Cultural Differences, *Cultural Interrelationships, Elementary Secondary Education, *Minority Group Teachers, *Multicultural Education, Teacher Education, *Teacher Role, Tribal Sovereignty, *Values Education
Identifiers—*Cultural Translators
Outlines how education as practiced in most schools is similar to education in Indian schools and explains how this lack of difference has led to the failure of Indian education. Describes a remedy which fits the goal of tribal self-determination and utilizes the talents of university-trained Indian teachers. (Author)

EJ 255 328 RC 504 439
Mitchell, Wayne Patch, Kenneth
Indian Alcoholism and Education.
Pub Date—Nov81
Available from—Reprint: UMI
Journal Cit—Journal of American Indian Education; v21 n1 p31-33 Nov 1981
Pub Type— Journal Articles (080) — Information Analyses (070) — Opinion Papers (120)
Descriptors—*Alcohol Education, *Alcoholism, *American Indian Education, *American Indians, Antisocial Behavior, Community Education, Elementary Secondary Education, *Individual Development, *Self Determination
Educational programs about alcohol should be presented in the formal school setting for Indian youth and in the communities for the general population. The primary outcome of these programs would be the development of self-management skills. (Author)

EJ 256 079 CG 521 858
McShane, Damian Anthony Plas, Jeanne M.
Wechsler Scale Performance Patterns of American Indian Children.
Pub Date—Jan82
Available from—Reprint: UMI
Journal Cit—Psychology in the Schools; v19 n1 p8-17 Jan 1982
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—Ability Identification, *American Indians, Analysis of Variance, *Children, *Cognitive Style, *Intelligence Tests, Performance Factors, Spatial Ability
Statistical Analysis of WISC, WISC-R, and WPPSI subtest scores uncovered evidence of an Indian Wechsler Scale performance pattern different from that found in normal and learning disabled groups. The Indian pattern finds spatial abilities more well-developed than sequencing skills, which are superior to conceptual and acquired knowledge performances. (Author)

EJ 258 379 RC 504 563
Peyer, Bernd C.
The Importance of Native American Authors.
Pub Date—81
Available from—Reprint: UMI
Journal Cit—American Indian Culture and Research Journal; v5 n3 p1-12 1981
Pub Type— Journal Articles (080) — Opinion Papers (120)
Descriptors—American Indian Culture, *American Indian Literature, *American Indians, *Authors, Cross Cultural Studies, *Cultural Interrelationships, *Language Attitudes, *Language Usage
Reveals that Native American writers and their literary productions are focal points by which various stages of acculturation and counter-acculturation can be measured, and they must be taken into account in any serious study on the results of cultural contact in North America. (NEC)

EJ 258 380 RC 504 564
Hendrick, Irving G.
The Federal Campaign for the Admission of Indian Children into Public Schools, 1890-1934.
Pub Date—81
Available from—Reprint: UMI
Journal Cit—American Indian Culture and Research Journal; v5 n3 p13-32 1981
Pub Type— Journal Articles (080) — Opinion Papers (120) — Reports - Descriptive (141)
Descriptors—*American Indian Education, American Indians, *Educational History, Elementary Secondary Education, *Federal Indian Relationship, *Public Education, Self Determination, Trust Responsibility (Government)
Identifiers—Meriam Report
Traces the history of education for American Indian children from 1890-1934, focusing not only on government boarding schools, day schools, and private contract schools, but also on state-supported elementary and secondary schools. Discusses implications of the Dawes Act, Meriam Report, and Johnson-O'Malley Act.

EJ 259 501 EA 515 178
Porto, Brian L.
The Tinker Decision and Native Americans: The Case for Expanding a Precedent.
Pub Date—Jan82
Available from—Reprint: UMI
Journal Cit—Journal of Law and Education; v11 n1 p65-77 Jan 1982
Pub Type— Journal Articles (080) — Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)
Descriptors—*American Indians, Court Litigation, *Dress Codes, Elementary Secondary Education, *Ethnic Discrimination, Federal Courts, *Religious Discrimination, School Law
Identifiers—First Amendment, Hairstyles, *Tinker v Des Moines Independent School District
Analyzes the unwillingness of the federal courts to view the traditional braided hairstyle worn by American Indian students as worthy of protection

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under the Tinker "symbolic speech" doctrine. Examines the legacy of the Tinker doctrine for Indian students and presents an argument for expanding this precedent. (Author/MLF)

EJ 260 276 RC 504 605
Swampy, Grace Marie
The Role of the Native Woman in a Native Society.
Pub Date—82
Journal Cit—Canadian Journal of Native Education; v9 n2 p2-20 Win 1982
Pub Type— Journal Articles (080) — Reports - Evaluative (142)
Descriptors—*American Indian Culture, American Indians, Attitude Change, *Beliefs, Comparative Analysis, *Cree, Cultural Background, *Females, Questionnaires, *Sex Role
Identifiers—*Cree (Tribe), Four Bands Reservation of Hobbema
Eighteen Plains Cree-speaking women, aged 15-93, were interviewed to determine the persistence of traditional beliefs as they affect the role of women. "The major implication is that the culture is alive." Available: Department of Educational Foundations, 5-109 Education North, University of Alberta, Edmonton, Alberta, Canada, T6G 2G5. (LC)

EJ 260 951 UD 509 044
Mahan, James M.
Native Americans as Teacher Trainers: Anatomy and Outcomes of a Cultural Immersion Project.
Pub Date—82
Journal Cit—Journal of Educational Equity and Leadership; v2 n2 p100-10 Win 1982
Pub Type— Journal Articles (080) — Reports - Research (143) — Reports - Evaluative (142)
Descriptors—Administrator Attitudes, *American Indians, *Cross Cultural Training, Ethnic Groups, Higher Education, *Multicultural Education, *Outcomes of Education, *Preservice Teacher Education, Student Attitudes, Student Teachers, Teacher Attitudes, *Teacher Education Programs
Describes the results of a nine-year field project designed to provide multicultural education to student teachers through intensive immersion in Navajo and Hopi cultures. Emphasizes the impact of intensive teacher preparation experiences in a cultural community where the trainee must function in the role of a minority person. (Author/MJL)

EJ 261 979 JC 502 803
Griffin, William A., Jr.
What Is a Nebraska Indian Community College?
Pub Date—82
Available from—Reprint: UMI
Journal Cit—Community College Review; v9 n4 p9-13 Spr 1982
Pub Type— Journal Articles (080) — Reports - Descriptive (141)
Descriptors—*Administrative Problems, *American Indian Education, College Administration, *Community Colleges, Curriculum Development, Educational Finance, Postsecondary Education, *Reservation American Indians, Staff Development, Two Year Colleges
Identifiers—American Indian Higher Education Consortium, *Nebraska Indian Community College, Tribally Controlled Community College Act
After providing background on the legislative bases for tribally controlled community colleges, describes the history, organizational structure, educational objectives, and curriculum of Nebraska Indian Community College (NICC). Offers a rationale for on-reservation education. Discusses NICC's major problems and needs in financial support, staff development, program curricula, and employment services. (WL)

EJ 262 102 RC 504 638
Marashio, Paul
"Enlighten My Mind..." Examining the Learning Process through Native Americans' Ways.
Pub Date—Feb82
Available from—Reprint: UMI
Journal Cit—Journal of American Indian Education; v21 n2 p2-10 Feb 1982
Pub Type— Journal Articles (080) — Reports - Descriptive (141)
Descriptors—*American Indian Culture, *American Indian Education, American Indians, Comparative Analysis, Comprehension, *Holistic Approach, *Interdisciplinary Approach, *Learning Processes, Memory, Observational Learning, Play, Story Telling, Symbolism, Teachers, *Teaching Methods, Unified Studies Curriculum
Identifiers—Ceremonies, Contemporary Education, Praise
Examines traditional Native Americans' emphasis on the value of understanding the learning process and a holistic curriculum and the Native Americans' perspective toward teaching and learning. Discusses how contemporary educators can learn from a traditional Native American learning model. (LC)

EJ 262 103 RC 504 639
Bayles, Kathryn A. Harris, Gail A.
Evaluating Speech-Language Skills in Papago Indian Children.
Pub Date—Feb82
Available from—Reprint: UMI
Journal Cit—Journal of American Indian Education; v21 n2 p11-20 Feb 1982
Pub Type— Journal Articles (080) — Reports - Research (143) — Reports - Evaluative (142)
Descriptors—American Indian Education, *American Indian Languages, *American Indians, *Audiology, Dialect Studies, Elementary Education, *English (Second Language), Language Patterns, *Phonology, *Speech Handicaps
Identifiers—*Papago Indian Reservation AZ, Screening Test Auditory Comprehension Language
As part of a training program for Native Americans in speech and hearing sciences, University of Arizona speech-language pathologists conducted speech-language screenings of 583 Papago Indian Reservation children. This report presents screening results, describes patterns of English usage among this population and discusses the differentiation of speech-language disorders from dialectical differences. (Author/LC)

EJ 262 105 RC 504 643
Bacon, Herbert L. And Others
The Effectiveness of Bilingual Instruction with Cherokee Indian Students.
Pub Date—Feb82
Available from—Reprint: UMI
Journal Cit—Journal of American Indian Education; v21 n2 p34-43 Feb 1982
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—*American Indian Education, American Indians, *Bilingual Education, Elementary Secondary Education, Grade 8, *Mathematics Achievement, *Reading Achievement, Rural Schools
Identifiers—Cherokee Bilingual Education Program, *Cherokee (Tribe), Oklahoma
Determines that the eighth grade reading and mathematics achievement scores of Cherokee Indian students in Oklahoma improve for those receiving four to five years of bilingual instruction. Makes five recommendations for further study and implementation of bilingual education; appends tables of statistical findings. (LC)

EJ 262 835 CG 522 437
Zarske, John A. Moore, Clay L.
Recategorized WISC-R Scores of Learning Disabled Navajo Indian Children.
Pub Date—Apr82
Available from—Reprint: UMI
Journal Cit—Psychology in the Schools; v19 n2 p156-59 Apr 1982
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—Adolescents, *American Indians, Children, Cognitive Ability, Cultural Differences, Diagnostic Tests, *Educational Diagnosis, Elementary Secondary Education, Intelligence Tests, *Learning Disabilities, *Minority Groups, Spatial Ability, *Test Interpretation
Identifiers—*Wechsler Intelligence Scale for Children (Revised)
Recategorized Wechsler Intelligence Scale for Children (Revised) subtest scaled scores for 192 learning disabled Navajo Indian children according to the system recommended by Bannatyne (1974). Results indicated that, as a group, the subjects failed to demonstrate the Spatial/Conceptual/Sequential pattern predicted by Bannatyne. (Author)

EJ 263 042 EA 515 358
Parrett, William H.
Schools for Rural Alaska.
Pub Date—May82
Available from—Reprint: UMI
Journal Cit—Phi Delta Kappan; v63 n9 p626-27 May 1982
Pub Type— Journal Articles (080) — Reports - Descriptive (141)
Descriptors—*Alaska Natives, *Educational History, Nontraditional Education, *Rural Schools, *School Construction, School District Autonomy, Secondary Education
Identifiers—*Alaska
Describes the history of Alaska's extensive school construction project, which offers many of the state's 11,000-plus rural students their first opportunity to attend high school in their home villages. Geographic, technological, and cultural differences from the continental United States have made Alaska's system of secondary education unique. (Author/WD)

EJ 263 566 RC 504 687
McLaughlin, T. F. And Others
Subjective Evaluation of Parent and Teacher Satisfaction with the Northern Cheyenne Behavior Analysis Model of Follow Through.
Pub Date—82
Available from—Reprint: UMI
Journal Cit—Education; v102 n3 p307-14 Spr 1982
Pub Type— Journal Articles (080) — Reports - Evaluative (142)
Descriptors—*Academic Achievement, American Indians, *Basic Skills, *Demonstration Programs, *Educational Assessment, Elementary Education, Elementary School Curriculum, *Parent Attitudes, Parent Influence, Parent School Relationship, *Teaching Methods
Identifiers—Happiness, *Northern Cheyenne Follow Through Project, Wyoming
Questionnaire responses from 91 parents and 30 instructional staff in the Northern Cheyenne Behavior Analysis Model of Follow Through were positive with respect to the emphasis on basic skills, amount children were learning or being taught, curriculum, and teaching procedures used in the classroom. (Author/LC)

EJ 265 024 RC 504 749
Ross, Allen Chuck
Brain Hemispheric Functions and the Native American.
Pub Date—May82
Journal Cit—Journal of American Indian Education; v21 n3 p2-5 May 1982
Pub Type— Journal Articles (080) — Reports - Descriptive (141)
Descriptors—*American Indian Culture, American Indian Languages, *American Indians, *Cerebral Dominance, *Cognitive Processes, Educational Diagnosis, Experiential Learning, Modernism, Perception, Story Telling
Identifiers—Dreams, Jung (Carl G), Native Americans, Sperry (Roger), Traditionalism
Uses brain research conducted by Dr. Roger Sperry to show that traditional Native Americans are more dominant in right hemisphere thinking, setting them apart from a modern left hemisphere-oriented society (especially emphasized in schools). Describes some characteristics of Native American thinking that illustrate a right hemisphere orientation (LC)

EJ 265 025 RC 504 750
LeBrasseur, Margot M. Freark, Ellen S.
Touch a Child-They Are My People: Ways To Teach American Indian Children.
Pub Date—May82
Journal Cit—Journal of American Indian Education; v21 n3 p6-12 May 1982
Pub Type— Journal Articles (080) — Guides - Classroom - Teacher (052) — Historical Materials (060)
Descriptors—Academic Achievement, Acculturation, *American Indian Culture, *American Indian Education, American Indian Languages, Competition, Dropout Rate, *Educational History, *Educational Practices, Elementary Secondary Education, Field Trips, Individual Instruction, Program Evaluation, Small Group Instruction, Social Science Research, Student Needs, *Teaching Methods
Identifiers—Tribally Controlled Schools
The American Indian student enters the school system with a cultural heritage and set of values appreciably different from that of the educational system itself. This article gives an historic overview of Indian education and values and suggests specific teaching strategies to meet the needs of American Indian students. (Author/LC)

EJ 265 026 RC 504 751

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Smith, Murray R.
Science for the Native Orientated Classroom.
Pub Date—May82
Journal Cit—Journal of American Indian Education; v21 n3 p13-17 May 1982
Pub Type— Journal Articles (080) — Guides - Classroom - Teacher (052)
Descriptors—*American Indian Culture, *American Indian Education, Archaeology, Astronomy, Classification, Communication Skills, Elementary Education, Experiential Learning, Foreign Countries, Knowledge Level, *Learning Activities, Observation, Predictive Measurement, *Process Education, *Science Education, *Teaching Methods
Identifiers—Inferential Reasoning, Manitoba, Native Americans
Science is an "approach in process development." Native American students have well-developed processes which can be best utilized by teaching science using activities which capitalize on students' processes. This article discusses processes first, then applies the content in a cultural framework to enhance science for Native American students. (LC)

EJ 265 027 RC 504 752
Bransford, Jim
To Be or Not to Be: Counseling with American Indian Clients.
Pub Date—May82
Journal Cit—Journal of American Indian Education; v21 n3 p18-21 May 1982
Pub Type— Journal Articles (080) — Guides - Non-Classroom (055) — Opinion Papers (120)
Descriptors—*American Indian Culture, *American Indians, *Counseling Effectiveness, Counseling Techniques, *Counselor Client Relationship, Counselors, *Credibility, *Ethnicity, Family Influence, Individual Needs, Language Skills, Personality Traits, Students
Identifiers—Significant Other
Trustworthiness is the overriding trait counselors must exhibit for success with American Indian clients. Counselors must be able to select appropriate counseling techniques; the behavioristic model is preferred by many American Indian students. Students' orientation is to the "here and now" and emphasizes specificity and accountability. (LC)

EJ 265 530 CG 522 748
Mishra, Shitala P. Lord, Jan
Reliability and Predictive Validity of the WISC-R with Native-American Navajos.
Pub Date—82
Available from—Reprint: UMI
Journal Cit—Journal of School Psychology; v20 n2 p150-54 Sum 1982
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—*American Indians, Children, Elementary Secondary Education, Intelligence Quotient, *Intelligence Tests, *Predictive Validity, *Test Reliability, *Test Validity
Identifiers—*Wechsler Intelligence Scale for Children (Revised)
Examined the reliability and predictive validity of the WISC-R with Navajo children (N=40). Internal consistency reliability estimates of WISC-R subtests as well as composites were found to be low for the Navajo subjects. The predictive validity of the WISC-R IQ scales was similarly found to be very low. (Author)

EJ 265 553 CG 522 771
Olsen, Larry K. Baffi, Charles R.
A Descriptive Analysis of Drug and Alcohol Use among Selected Native American High School Students.
Pub Date—82
Journal Cit—Journal of Drug Education; v12 n2 p97-102 1982
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—Age Differences, *Alcoholic Beverages, *American Indians, Behavior Patterns, *Drug Use, *High School Students, Peer Influence, Referral, Secondary Education, Student Attitudes
Analyzed the self-reported substance use among selected Native American high school students (N=330). Results indicated 83.6 percent reported having experimented with alcohol, and an additional 43 percent reported using some combination of alcohol and other drugs on a fairly regular basis. Includes recommendations. (Author/RC)

EJ 266 109 RC 504 804
Rothe, J. Peter
Researching Native Education: An Ethnomethodological Perspective.
Pub Date—82
Journal Cit—Canadian Journal of Native Education; v9 n4 p1-11 Sum 1982
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—American Indian Education, Canada Natives, Case Studies, *Ethnography, Evaluation Criteria, *Experimenter Characteristics, Language Patterns, *Research Methodology, *Research Problems, *Researchers
Outlines an alternative research method to capture the dynamics of local situations and accompanying interactions by describing sense-making in classrooms and the community and defining ethnomethodology and interpretation followed by a discussion of a case study and its usefulness to Indian education research. (ERB)

EJ 266 110 RC 504 805
Cronin, Mary C.
Cree Children's Knowledge of Story Structure: Some Guidelines for the Classroom.
Pub Date—82
Journal Cit—Canadian Journal of Native Education; v9 n4 p12-14 Sum 1982
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—American Indian Education, American Indians, *Canada Natives, Elementary Education, Foreign Countries, Grade 6, *Retention (Psychology), *Story Reading
Identifiers—Alberta (Lac La Biche), Cree (Tribe), Metis (People), Story Grammar, *Story Structure
A study of sixteen grade-six Cree and Metis children reading and recalling a traditional Cree narrative and a Euro-American folktale found that even though they seemed to comprehend traditional Cree narratives better than non-native children would, they had a well-established Euro-American story schema. (ERB)

EJ 266 872 CG 522 938
Littrell, John M. Littrell, Mary Ann
American Indian and Caucasian Students' Preferences for Counselors: Effects of Counselor Dress and Sex.
Pub Date—Jan82
Available from—Reprint: UMI
Journal Cit—Journal of Counseling Psychology; v29 n1 p48-57 Jan 1982
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—Comparative Analysis, *Counselor Characteristics, *Counselor Client Relationship, High School Students, Interpersonal Attraction, *Nonverbal Communication, Reservation American Indians, Secondary Education, Sex Differences, White Students
Examined the effects of two nonverbal cues, counselor's dress and sex, on high school students' preferences for counselors. Results of the multivariate analysis of variance showed that students' preferences for counselors varied with counselors' sex and dress, the type of concern, and race of the students. (Author)

EJ 267 832 TM 507 230
Zarske, John A. Moore, Clay L.
Recategorized Wisc-R Scores for Non-Handicapped, Learning Disabled, Educationally Disadvantaged and Regular Classroom Navajo Children.
Pub Date—82
Journal Cit—School Psychology Review; v11 n3 p319-23 Sum 1982
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—*American Indians, Comparative Analysis, Elementary Secondary Education, Handicap Identification, *Intelligence Tests, *Learning Disabilities, Models, Navajo, *Scoring, Test Selection
Identifiers—*Bannatyne System, *Wechsler Intelligence Scale for Children (Revised)
Wechsler Intelligence Scale for Children, Revised (WISC-R) Verbal, Performance, and Full Scale IQ's were compared with Bannatyne recategorized WISC-R scores for groups of non-handicapped, educationally disadvantaged, learning disabled, and regular classroom Navajo Indian children. No definitive evidence was found to support the use of the Bannatyne system with Navajo Indian children. (Author/BW)

EJ 267 870 UD 509 376
Hymes, Dell
Narrative Form as a "Grammar" of Experience: Native Americans and a Glimpse of English.
Pub Date—82
Available from—Reprint: UMI
Journal Cit—Journal of Education; v164 n2 p121-42 Spr 1982
Pub Type— Journal Articles (080) — Opinion Papers (120) — Reports - General (140)
Descriptors—American Indian Culture, *American Indian Languages, Children, *Disclosure, *Language Acquisition, *Language Patterns, *Narration, *Story Telling
Identifiers—Chinookan (Language), Metanarration, Zuni (Language)
Analyzes samples of American Indian oral narrative forms to demonstrate that patterning in the narrative structure (such as systematic recurrence of lines) may embody an explicit logic of experience and rhetoric of action. Suggests that patterning occurs in the language of any community, a fact that has implications for teaching language to children. (Author/MJL)

EJ 270 484 SP 512 258
Little Soldier, Lee
Now's the Time to Dispel the Myths About Indians.
Pub Date—Nov82
Available from—Reprint: UMI
Journal Cit—Learning; v11 n4 p44-45,47 Nov 1982
Pub Type— Journal Articles (080) — Guides - Classroom - Teacher (052)
Descriptors—*American Indian Culture, *American Indian Studies, *Cultural Awareness, Cultural Differences, *Cultural Images, Educational Resources, Elementary Secondary Education, *Learning Activities, Teaching Guides, *Teaching Methods
Identifiers—Thanksgiving
The notion that Indians are curiosities of the past tends to be reinforced in many classrooms, particularly at Thanksgiving. Resource materials and classroom activities are suggested to help dispel myths about Native American culture and history. Concentrating on present-day Indian customs and handicrafts is recommended. (PP)

EJ 272 331 CG 523 571
Lazarus, Philip J.
Counseling the Native American Child: A Question of Values.
Pub Date—Dec82
Available from—Reprint: UMI
Journal Cit—Elementary School Guidance and Counseling; v17 n2 p83-88 Dec 1982
Pub Type— Journal Articles (080) — Guides - Non-Classroom (055)
Descriptors—*American Indians, Children, Counseling Services, *Counseling Techniques, Elementary Education, Family Relationship, *School Counseling, *Social Values, Verbal Communication
Explains Native American values as they pertain to the provision of elementary school counseling services. Based on incorporating knowledge of these values, discusses specific recommendations concerning the delivery of school counseling services. (Author)

EJ 272 805 FL 514 768
Olivas, Michael A.
Indian, Chicano, and Puerto Rican Colleges; Status and Issues.
Pub Date—82
Available from—Reprint: UMI
Journal Cit—Bilingual Review; v9 n1 p36-58 Jan-Apr 1982
Pub Type— Journal Articles (080) — Reports - Descriptive (141)
Descriptors—Accreditation (Institutions), *American Indian Education, Black Education, *Colleges, Educational Legislation, Federal Aid, Federal Indian Relationship, *Federal Programs, *Puerto Ricans, Treaties
Identifiers—*Chicanos
Discusses the history of Indian, Chicano, and Puerto Rican colleges in the United States. Describes some of the current legal and legislative concerns facing these institutions, particularly in the areas of funding and accreditation. (EKN)

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